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UNIVERSITY PROFESSORS  
*Bulletin*

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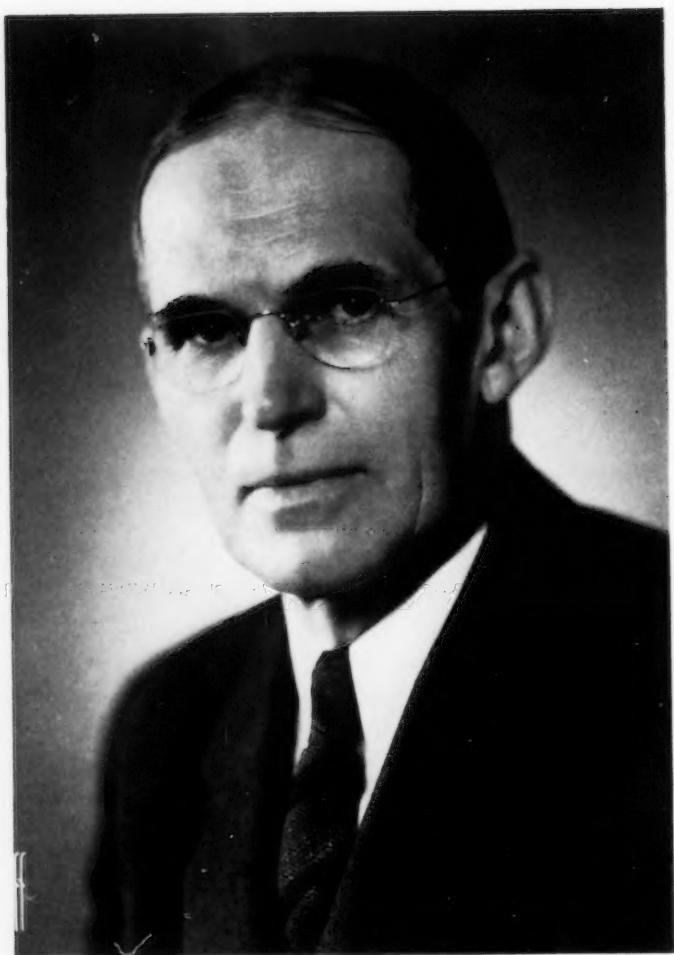
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## IN MEMORIAM

The American Association of University Professors has reached the age when almost every year it loses through death some of its founders and early leaders whose vision and initiative made the Association possible and whose labors have sustained and developed it.

In the pages that follow are brief statements concerning three such leaders: Walter Wheeler Cook, John Henry Wigmore, and James McKeen Cattell. These three teachers, each preeminent in his field, were aware of the significance of the professional concept of teaching and research in the achievement of intellectual freedom, an essential to scholarship and to the maintenance of a democratic society. Their lives and their work were an inspiration to their students and their colleagues alike and, through these and students and teachers of the future, will continue to be a living influence in American education.



WALTER WHEELER COOK

1873-1943

## WALTER WHEELER COOK

June 4, 1873–November 7, 1943

### Professor of Law

A.B., Columbia University, 1894, A.M., 1899, LL.M., 1901; Columbia University fellow at the Universities of Jena, Leipzig, and Berlin, 1895–97.

Assistant in Mathematics, Columbia University, 1894–95, 1897–1900; Instructor in Jurisprudence and Public Law, University of Nebraska, 1901–02, Assistant Professor, 1902–03, Professor, 1903–04. Professor of Law: University of Missouri, 1904–06; University of Wisconsin, 1906–10; University of Chicago, 1910–16; Yale University, 1916–19, 1922–28; Columbia University, 1919–22; Johns Hopkins University, 1928–33 (also Director, Institute of Law); Northwestern University, 1935–43 (Emeritus Professor, 1943).

Authority on Equity, Conflict of Laws, Procedure, and Jurisprudence. Author: *The Power of Courts of Equity*, *The Logical and Legal Bases of Conflict of Laws*, and numerous articles in legal periodicals. Editor: *Cases on Equity*, *Cases on Pleading* (with E. W. Hinton), and *Readings on the Forms of Action at Common Law*.

Charter Member, American Association of University Professors; President, 1932–33; General Secretary, 1934–35; Member of Council, 1924, 1928–30; Committee on Pensions and Insurance, 1921–43 (Chairman, 1921–29); Committee on Placement Service, 1928; Committee on Economic Condition of the Profession, 1931–34; Chairman, Committee on Tenure, 1932–33; Chairman, Committee on Policy and Plans of the Association, 1933; Chairman, Committee on Organization and Policy, 1936–43; Committee on Freedom of Speech, 1937–43. Secretary-Treasurer, Association of American Law Schools, 1912–15, President, 1915–16; Secretary-Treasurer, Order of the Coif, 1912–16, President, 1926–29; Phi Beta Kappa, Phi Delta Phi, Delta Kappa Epsilon, and Cosmos Club (Washington, D. C.).



JOHN HENRY WIGMORE

1863-1943

## JOHN HENRY WIGMORE

March 4, 1863–April 21, 1943

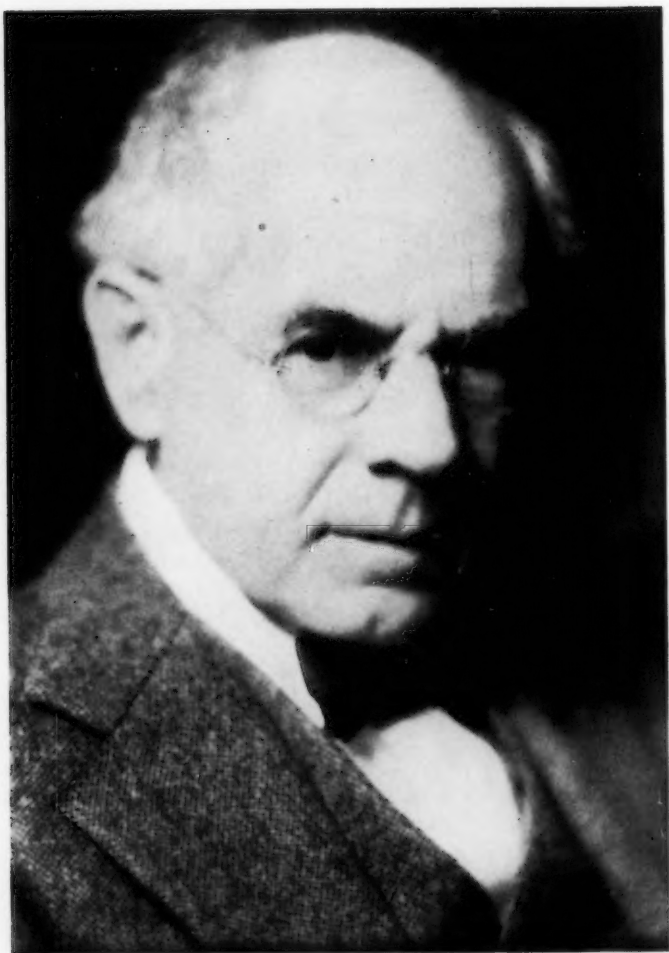
Professor of Law and Dean

A.B., Harvard University, 1883, A.M., LL.B., 1887.

Practiced law, Boston, Massachusetts, 1887–89. Professor of Anglo-American Law, Keio University, Tokyo, 1889–92. Professor of Law, Northwestern University, 1893–1929, Dean, 1901–29 (Dean Emeritus, 1929–43).

Authority on Evidence, Comparative Law, Legal History, Torts, and Criminal Justice. Author: *Treatise on Evidence* (10 volumes), *Pocket Code of Evidence*, *Principles of Judicial Proof*, *Students' Handbook of Evidence*, *Panorama of the World's Legal Systems*, *Kaleidoscope of Justice*, *The Australian Ballot System*, and numerous articles in legal periodicals. Editor: *Greenleaf on Evidence*, *Cases on Torts*, *Cases on Evidence*. Co-editor: "Select Essays in Anglo-American Legal History," "Evolution of Law Series," "Modern Criminal Science Series," "Modern Legal Philosophy Series," and "Continental Legal History Series."

Charter Member, American Association of University Professors; President, 1916; Member of Council, 1915; Committee on Formulation of Guiding Principles for the Conduct of Higher Education, 1919–21. President, American Institute of Criminal Law and Criminology, 1909–10; American Society of International Law, International Academy of Comparative Law, League of Nations Committee on Intellectual Cooperation, and Illinois Committee on Uniform State Laws.



JAMES McKEEN CATTELL

1860-1944



## JAMES McKEEN CATTELL

May 25, 1860–January 20, 1944

Scientist, Professor, Editor, and Publisher

A.B., Lafayette College, 1880, A.M., 1883; Ph.D., 1886, University of Leipzig.

Assistant in Psychology, University of Leipzig, 1883–86; Lecturer in Psychology, University of Pennsylvania and Bryn Mawr College, 1887; Lecturer, University of Cambridge, 1888; Professor of Psychology, University of Pennsylvania, 1888–91; Professor of Psychology, Columbia University, 1891–1917<sup>1</sup> (also head of Department of Anthropology, 1896–1902, and of Philosophy, 1902–05).

Editor: *The Psychological Review*, 1894–1904; *Science* since 1894 (official journal, American Association for the Advancement of Science since 1900), *The Scientific Monthly* since 1900, *The American Naturalist* since 1907, and *School and Society*, 1915–39 (founder). Editor and publisher, *American Men of Science* since 1906; *Leaders in Education* since 1932. Author: *University Control*, *Carnegie Pensions*, *Reaction-Times and the Velocity of the Nervous Impulse* (with Charles S. Dolley), and reports of numerous researches in psychology, science, and education.

Charter Member, American Association of University Professors; Nominating Committee, 1916; Committee on Methods of Recruiting the Teaching Profession, 1916; Chairman, Committee on Handbook of American Universities and Colleges, 1916–17. Vice-President, American Association for the Advancement of Science, 1898, 1913, President, 1924; President, American Psychological Association, 1895; President, American Society of Naturalists, 1902; President, Sigma Xi, 1913–15; American Academy of Arts and Sciences, National Academy of Sciences, American Philosophical Society, Phi Beta Kappa, and Delta Kappa Phi.

<sup>1</sup> In 1917 Professor Cattell wrote to the members of the Congress urging legislation to exempt "from combatant service in Europe conscripts who objected to war."

(Continued on following page)

For this act he was charged by the President of Columbia University with "seditious and treasonable acts" and was summarily dismissed from the faculty of the University. Professor Cattell brought three actions in libel against the Board of Trustees of the University and filed a claim for a retirement pension, which he alleged was due him pursuant to the statutes of the University. The Board of Trustees denied this claim. Later, however, in return for Professor Cattell's discontinuance of the three libel actions, the Board of Trustees entered into a contract with him to pay him a retirement annuity (valued at \$45,000). For details of the case of Columbia University—Professor Cattell, see *Bulletin*, American Association of University Professors, Vol. IV, Nos. 2-3, pp. 45-46; Vol. V, Nos. 1-2, p. 43; and Vol. VIII, No. 7, pp. 21-41.

## ACADEMIC FREEDOM AND TENURE

### REPORT OF COMMITTEE A FOR 1943

To the Members of the Association:

As war in its second year becomes the accepted routine of American life, rather than a confused departure from the ways of peace, the decision of the American Association of University Professors to hold fast to its fundamental principles has been justified. The determination to save rather than to jettison what had been won through years of courage and effort was based upon the experience of the First World War and on the knowledge that freedoms lost are difficult to regain. In the stressful days that followed Pearl Harbor, it never occurred to the responsible officers of the Association nor to the Association gathered in its only Annual Meeting of the war in late December, 1941 to abandon for the duration academic freedom, the methods by which it can be made a reality, and the continued and insistent employment of tested means to secure its observance. Academic freedom is one facet of intellectual freedom; other aspects of that larger concept—freedom of speech, freedom of the press, and freedom of religion—are among the avowed objects for which this war is being fought. It would be folly to draw a boundary line across the area of freedom.

Indeed, the continued undiminished independence and impartiality of university and college faculties is essential if these objectives of freedom are to be gained through the war. Only the unthinking believe that the simple formulas of "unconditional surrender," "the loss of the Japanese Empire," "the crushing of Germany," are a solution for the world's difficulties; the architect does not build a house simply by clearing the lot of trees and underbrush. Problems of extreme complexity, political and economic, national and international, will clamor for solution at the war's end. While workable answers will require expert, factual knowledge, a conversance with the dispersal of races and the locations of molybdenum and tungsten, they will demand even more

such insight, experience, and understanding of human arrangements and aspirations as philosophy, the social studies, and history can provide. To such questions statesmen, singly or associated in bureaus, commissions, departments, conferences and congresses, will as usual give the final answers. But a public opinion, in part informed by our free universities, will enable them to surmount, in some measure, provincialism, shortsightedness and political self-seeking. Fortunately at this forthcoming moment of critical decision, the American university can step forward as neither hireling nor kept spokesman of private interest, political party, or national egotism. The wisdom of most administrators and trustees and the refusal of the Association to compromise its heritage of freedom has won for American institutions of higher learning this unique and useful position.

This freedom, however, will be of more immediate advantage as our colleges and universities undertake the reconstruction of American higher education. The sheer gratification that the prophets of complete disaster have so far proved false and that financial famine has not yet destroyed higher education cannot conceal the latter's continued qualitative decline. Accelerated and uninterrupted programs have produced jaded faculties, while the postponement of research has made stagnant ones. Teachers, with an adaptability that does credit to their devotion and energy, have spoken in strange tongues and taught strange subjects; but, unless the colleges are prepared to endorse the fallacy so widely held in our high schools that, since one can teach something, one can teach anything, the teaching competence of our faculties has admittedly declined. Subjects fundamental to an understanding of our western culture and to its successful perpetuation have been pushed into obscure academic crannies; and, if not thus ignored, have been retained on the level of misguided utilitarianism. In effect it has been decided that the nation can live upon an accumulated inventory of men and women educated in the liberal tradition, just as it can live upon the existing supply of civilian goods. Though the deprivation of the latter arouses more clamor, the diminution of the former will be permanently more damaging. But with their freedom intact, surely administrators and faculties possess the resilience, imagination, and courage necessary for the

re-creation of American higher education. This, too, is a reason for the continuance of the Association's work.

## II

In the pursuit of its far-reaching objectives, the Association proceeds in large part through the investigation of individual cases. These individual cases are considered in the light of the generally accepted principles of academic freedom and tenure with the development of which the Association has throughout its history been deeply concerned. The long record of discussion at Annual Meetings, the reports of Committee A, both general and special, the addresses of the Association's presidents and other representatives, reveal this deep concern with basic principles and the larger issues involved in the Association's work in behalf of academic freedom and tenure. More specifically, the Association provided the leadership in 1915 for the formulation of those principles and practices essential for freedom of research and teaching which are embodied in the pioneer Declaration of Principles of that year. Since then the Association has either initiated or participated in cooperative action with other Associations to extend and define that earlier charter. To those who may be under the illusion that the Association is unduly busy with petty personal problems, a rereading of the historic 1915 Declaration of Principles, the 1925 Conference Statement, and the 1940 Statement of Principles is earnestly recommended.<sup>1</sup>

Closely related to academic freedom and tenure is the subject of academic retirement. During recent years there have been brought to the attention of the Association several cases of premature retirement of college and university teachers of a particularly distressing nature. The facts of these cases make them examples of exquisite inhumanity and academic shortsightedness. Since the enforced and premature retirement of a teacher is tantamount to his dismissal, it should be considered with the same observance

<sup>1</sup> The 1915 Declaration of Principles has been reprinted in the *Bulletin* of the Association on four occasions. The most recent reprinting of this statement appears in the February, 1943 issue, pp. 82-101.

The 1925 Conference Statement and the 1940 Statement of Principles are published annually in the February issue of the *Bulletin*. See pp. 101-106 of this issue.

of due process and respect for professional and educational welfare as are required by good academic practice in proceedings involving the possible dismissal of a teacher. Although the Association has always concerned itself with considerations of equity, due process, and professional and educational welfare in reference to the retirement of faculty personnel, it has not until recently sought a specific formulation of principles to govern academic retirement. A year ago on the initiative of the Association there was begun a series of joint conferences between representatives of the Association and of the Association of American Colleges to study the subject of retirement and the related problems. The first of these conferences was held in New York City on February 15-16, 1943. The second will be scheduled some time during the present year. It is the hope of the representatives of these two Associations that this series of conferences will lead to a statement of principles as to what constitutes good academic practice in reference to retirement.

However essential it is to have general agreement on guiding principles, centuries of legal experience have demonstrated that one cannot enforce law and principles in a vacuum. It is impossible to deal adequately with a "crime wave" without reducing abstractions to the realities of injuries inflicted by some persons upon others. This hardheaded generalization is true for the academic world. Although an invitation to investigate general tenure conditions at any institution is a challenge superficially persuasive, it yields in the end little profit. Although academic regulations soundly conceived to safeguard freedom and tenure must be enacted and defended, these rules in the last analysis are meaningless if divorced from their concrete impact upon individual teachers. The profession owes, therefore, a debt of gratitude to those who have asked for the intervention of the Association in their troubles. In the long run such intervention, if the individual's case is sound, is to his own advantage. The objective clarification of the facts in a tenure case, backed by the authority of the Association, may lead to a settlement of the issues, and in any case it kills rumor and uncertainty, the greatest enemies of academic reputation. But the determination to challenge rather than to accept an academic injustice may involve a momentary hazard,

and certainly requires steadfastness during the slow process of correction. The improvement of tenure conditions at single institutions and for the profession as a whole has in large measure been initiated by the courage of individuals. For its effectiveness the Association depends upon a continuance of the willingness of the individual to take risks for the larger good.

### III

Once again the number of cases dealt with by the Association has reached a very high level. In 1943 the number of cases on our docket was 144. The statistical tables appended indicate the number and the disposition of the cases considered during 1943 and provide comparison with the four preceding years.

*Statistical Tables for the Years 1939-1943*

TABLE I

<i>Cases:*</i>	1939	1940	1941	1942	1943
Pending January 1.....	37	50	52	56	69
Revived from former years.....	7	4	1	8	7
Opened since January 1.....	60	54	59	85	68
Total dealt with during year.....	104	108	112	149	144
Closed.....	54	56	56	80	72
Pending at end of year.....	50	52	56	69	72

\* Each "case" refers to a single controversy. In 1943 two or more "cases" were considered at 25 institutions; Committee A also dealt with a number of situations not classified as "cases."

TABLE II

<i>Cases:</i>	1939	1940	1941	1942	1943
Withdrawn by complainant.....	3	16	6	20	3
Rejected after preliminary investigation.....	24	14	11	26	38
Statements published or planned without visits.....	2	6	1	7	4
Visits of inquiry made or planned.....	15	18	18	8	19
Adjustments made or being sought.....	30	27	51	59	59
Procedure not yet determined.....	30	27	25	29	21
Total.....	104	108	112	149	144

[During 1943 one report of a Committee A investigation was published: Memphis State College, October, 1943 *Bulletin*.]

What do these statistics mean in terms of time and energy expended by the representatives of the Association who are respon-



sible for the Association's work in behalf of academic freedom and tenure? The consideration of the many cases brought to Committee A involves the reading of hundreds of letters and documents from complainants and from college and university administrative officers. Copies of these letters and their enclosures are typed in the central office of the Association for the use of the other active members of the Committee. The amount of typing required for this aspect of the Association's work alone is enormous. The reaching of an accord on the action to be taken in each case under consideration involves an exchange of many memoranda among those who share this responsibility. It means the writing by the General Secretary and the Associate Secretary of the Association of hundreds of investigatory letters and the participation by these members of the Committee in many conferences with teachers and administrative officers. It means the preparation for and the attendance by representatives of the Association at hearings for teachers whose dismissals are being sought. In addition to this work of the active members of Committee A, there is involved in the work of the Committee each year the service of special investigating committees whose members give freely of their time and energy. During 1943 there were four such special investigating committees. The organizing of investigating committees, the subsequent formulation of policy, and the preparation of reports, some of which are published, are time-consuming tasks. I mention these details of the work of the Association in behalf of academic freedom and tenure to the end that there may be better understanding of its nature, its scope, and its limitations.

Although the inference is natural, it is a mistake to regard the war as wholly responsible for the increase in our cases. For instance, the number of cases began to mount in 1937, two years before the European phase of the present conflict began. Nor is it possible to explain the number of cases in terms of economic conditions unless one assumes that mounting prosperity correlates directly with depredations upon academic freedom and tenure. If it does, the chain of causation is inscrutable. The constantly enlarging activity of Committee A seems due, therefore, to other reasons. As the membership of the Association has increased there has been a more widespread and more informed appreciation



of its purposes, procedures, and effectiveness. Such knowledge is not confined to our membership; it has spread to the whole of the profession. This cumulative process accounts for the number of appeals made to the Committee and the greater response which it is under obligation to make. In this connection it is interesting to note that many Committee A complainants are not members of the Association.

In so far as these cases are increased by the war, the generalizations made in the report of last year still hold. Within the last twelve months hardly a case has raised in any fashion the issue either of pacifism or of subversive expression or action. Our deeper involvement in the war, if the academic world is any barometer, has not yet aroused the unjustified passions and baseless suspicion characteristic of so much campus hysteria twenty-five years ago. On the other hand, a second year of the war has made necessary continued and accelerated adaptation to a diminished civilian student body and to a changed emphasis upon the subjects of the curriculum. Since the Committee's last report, the inauguration of various military programs has greatly stilled the panic over college finances that filled presidents and trustees with a dark despair and professors with apprehension. The government's need for the services of institutions of higher education in connection with the war has had the indirect effect of bolstering the financial position of these institutions very much as banks and other corporate enterprises were bolstered by government action a decade ago. Although, on the present as on the earlier occasion, the benefits have been unequally and sometimes capriciously distributed among institutions in different categories, government largesse has kept many an institution of higher learning as "a college in being" and adjourned "financial exigency" as a justification for wholesale faculty dismissals and educational curtailment.

Such an outcome does not mean that education under contract has no implications for academic tenure. Although such contracts on the whole accept existing salary scales, the negotiators already have established norms for wartime teaching schedules and central officers have prescribed outlines and textbooks. These departures from peacetime procedures are trivial and innocent, perhaps necessary, but the tendency, unless restrained, has dis-

turbing possibilities. Furthermore, the recruitment and training of the staffs required for specialized and prescribed instruction already present questions of peculiar complexity and delicacy. What will be the future tenure status of classics professors who have "retooled themselves"—to resort to the playful vulgarity of the moment—to teach geography, or professors of music who have become, after a month's "refresher course," competent instructors in trigonometry? What will be the tenure status, if the war lasts as long as the habitual probation period, of individuals employed to teach navigation or airplane mechanics to specialized units? A half-lit academic world is in course of creation; to say it will have no repercussions upon the regularized universe of the traditional faculty is nonsense. In the old crafts the importation of outsiders without status was the first step in the destruction of workmanlike standards.

Meanwhile, although income from the government has balanced their budgets, some college administrations still detect a financial exigency sufficiently grave to justify the dismissal of professors whose personalities or performances have long shown they were "not sympathetic with what we are trying to do here." Such individuals—so ran the thought of administrative officers—if they were in disciplines unsubsidized by the military, naturally could not be expected to adjust themselves to the changed circumstances of some other field of instruction; they had already demonstrated they were "unadaptable." If such individuals volunteered to solve the institution's financial dilemma by enlisting in the armed forces or by seeking employment in some civilian agency and requested leave of absence without pay but with assurance of reengagement, the college wished them God-speed in their patriotic services but could make no commitment in view of the later uncertainties. To conquer a budgetary deficiency of \$20,000 by the discharge of a \$3,000 professor is hardly evidence of an urgent financial exigency or of the wisdom of measures taken to meet it. The detection of such subterfuges has taken far too much of the Committee's time. In war as in peace, approved academic practice insists that dismissals be made for genuine reasons and follow recognized procedures designed to secure the observance of due process.

## IV

Toward the close of the 1915 Declaration of Principles a section on "practical proposals" describes with considerable detail the procedure to be followed in the termination for cause of continuous appointment. The 1925 Conference Statement was on this item somewhat less explicit. The 1940 Statement of Principles, formulated by our Association and the Association of American Colleges and subsequently endorsed by these and other Associations, succinctly and precisely describes the approved procedure. The core of the matter is a hearing before a committee of the faculty or of the governing board. In advance of a hearing the accused professor shall receive a written list of charges; at the hearing he may be accompanied by an adviser or counsel. A full stenographic report of the hearing shall be kept and made available to the parties in question. Certainly such hearings are not designed to flatter the vanity of the Association and its officers through a routine conformity with a recommended procedure, nor are they intended to soothe the injured feelings of a dismissed professor by giving him the courteous opportunity to confront his accusers and make answer to their charges. Such euphoria has its uses; it is not a substitute for justice. The devices of written charges, impartial hearing, and detailed record are a means to make certain that accusations against the professor can be substantiated by evidence and are sufficiently grave to justify the heavy penalty of dismissal. Obviously, this application of due process, if it is to have any value, must precede the decision to dismiss a professor. It must not follow it. Such a consideration is so elementary that the formulators of the 1940 Statement of Principles did not restate it. Unhappily in the academic world it is sometimes necessary to reiterate the obvious.

The renewed emphasis in 1940 upon hearings may account for their employment during the last year on a scale unusual in the Association's history. Naturally Committee A welcomes this development. Administratively it holds promise of diminishing the congestion of cases in the central office and in its own files, a congestion recurrently threatening breakdown unless the resources of the Association grow sufficiently to justify the employment of

further assistance. Through their participation on committees entrusted with the conduct of hearings, a large number of teachers may become more conversant with the issues and responsibilities of the profession of which they are members. Finally, the hearing is one answer to the frequently made charge that the Association has become so hypnotized by the advantages of tenure and so indiscriminating a defender of vested rights that it is impossible for a university to dismiss the indolent scholar and the incompetent teacher. Actually the Association, as the representative of the guild of scholars, has always advocated the application of the severest standards of achievement to its members. We have insisted that those standards be applied from the first, during the probationary period when their application would effect the least human hardship and the response to suggestion for improvement was most likely to be fruitful. But the hearing affords a mechanism for dealing with those on continuous appointment who through laziness, indifference, or distraction have found scholarship impossible or teaching a bore. Institutions, however, must be on their guard against utilizing this method of due process as a mere means of escape from their failure to be wise in time.

Experience has convinced the active members of Committee A that hearings are better approached as scholarly investigations than as legal proceedings. The age-old ritual of the law has developed an array of distinctions and rules, some highly technical, conducive to a just adjudication; but, since a proper utilization requires experts, their introduction into academic affairs leads to bewilderment and irritation. If a comparison with the legal world can be enlightening, an academic hearing is not a criminal nor a civil trial; it is more akin to a hearing before a master. Professors trained in the rigorous school of modern scholarship are capable of separating fiction from fact and of appraising evidence in an objective fashion. Nor should a hearing take place in a hippodrome. A setting in which reporters scramble to get stories and student disciples noisily crusade to save their beloved master from sinister persecution is not one in which a dispassionate consideration of a complicated situation is possible. A hearing is not the place for a picket line. To the complaint that proceedings are being manipulated *in camera*, the subsequent

availability of the stenographic record is sufficient answer. That record, through the inclusion of pertinent material in appendices, must be complete enough to be self-explanatory. It is desirable, furthermore, that the decision of the faculty or trustee committee be based upon a deliberative examination of the written record rather than upon the mere recollection of testimony orally given. Finally, in weighing the evidence, it must be understood that the professor does not have to prove he should not be dismissed; the institution has to prove that he should.

The hearings of the last year have once again demonstrated that questions of academic tenure are necessarily related to the scholarly and teaching abilities of individual professors and also to the fashion in which American universities and colleges and their component schools or departments are organized and operated. To both types of problems, for themselves as well as for their interconnection with tenure, the Association has over the years devoted a large share of its time, effort and resources. But in spite of considerable constructive accomplishment, when a formal investigation or hearing raises the issue of what is creditable scholarship and what is effective teaching, the tests are often confused and unformulated and the method of their application exceedingly irresponsible or careless. As for scholarship, no wonder harassed administrators are frequently driven, although the wisest of them deplore the expedient, to identifying bulk publication in learned journals or individual volumes with scholarly ability. Such tests have the charming objectivity inherent in all measuring operations. Still other administrators fall victims to the delusion of up-to-date-ness; if a man's ideas or methods can be labeled "modern" or "progressive," they are superior to the accumulated wisdom of the ages. If we are to avoid quantitative and ephemeral judgments of scholarship, quite clearly the Association must re-emphasize the procedure suggested in 1915. An estimate of an individual's scholarship requires the solicitation of the opinions of the teachers in his own and allied departments and of "a committee of his fellow specialists from other institutions."

Although some appointments in some institutions are made solely on the basis of scholarly attainment, most administrators give lip service at least to the notion that teaching ability is a de-

sirable qualification in most faculty members. Whether such ability is a talent acquired by observation and exercise or an inborn trait transmitted by the chromosomes, there is relative agreement as to the signs by which it can be recognized. The greater difficulty, confronted by Committee A, is the objective determination of whether individual professors meet these standards of good teaching. Campus gossip, complaints of student councils, accusations by unidentified individuals—all this is sometimes dignified as evidence. Few would deny to the students to whom a subject is “imparted” some right to judge the success of the process. It is equally obvious that student opinion must be canvassed on a wide enough scale to make it typical and under such routine circumstances as to remove the possibility of excited partisanship. Nor is undergraduate opinion all. In retrospect mature alumni frequently express judgments quite different from those playfully uttered during their “bright college years.” Understandably enough faculties have been skittish about the employment of tests of teaching ability. They have feared that such procedures would open a crack for the educational gremlins to squeeze through with their graphs, curves, methods, and block charts. Even the easy premise that since a professor can discuss his colleagues charmingly on social occasions, he can convincingly explain to sophomores the balance of international payments may lead in the end to less mischief. In the long run, however, it is to the advantage of the profession to have a teacher’s talent objectively valued. Though the task involves difficulty and danger it cannot be avoided. Perhaps even the taboo that no adult but the professor may enter the latter’s classroom will have to go.

A charge more frequently advanced for dismissal than scholarly or teaching deficiency is “non-cooperation.” This favorite indictment is variously phrased. Gentility asserts that the accused professor “does not feel happy in an institution of our character;” more dynamic accusers prefer the colorful “insubordination.” To furnish evidence on such themes administrators do not have to invade classrooms where utterances are privileged and the excuse of misquotation is handy; nor do they have to puzzle through erudite publications where experts of different schools bury issues under specialist verbiage. Rather the day-by-day life of the cam-



pus provides the illustrations. They range all the way from the trivial through the exasperating to the serious. At one extreme are the institutions in which administrators regard it as a heinous offense when a professor selects his own textbook, strays a little from a prearranged outline, passes in grades a few days late, or absents himself from an orientation jamboree for subfreshmen. At the other extreme the willfulness and obstinacy of some professors may seriously jeopardize that harmony of endeavor and relationships essential in all educational institutions. But the charge of non-cooperation raises the deeper questions: Cooperate with what? Cooperate with whom? All too frequently your Committee detects beneath these indictments of non-cooperation the unconscious assumption that measures decided upon by president, dean, director, or department head require the unquestioning obedience of those who have no part in the formulation of the policy in question or no choice of the representatives who determine it. In such institutions, occasionally self-described as "one big happy family," the president may regard himself as a benign paterfamilias sympathizing with the personal difficulties of his minor children, the professors, but chastising them for their own good. Non-cooperation in such instances is usually a justifiable resistance to academic tyranny; the charge is not to be taken seriously. In departments, schools, and universities where the faculty as a group of scholars and equals decides questions of policy and procedure, non-cooperation may mean the defiance of a considered majority decision. The charge may be a serious one.

## V

Clearly the work of Committee A is now concerned with such diverse and intricate questions as the solvency of college budgets, the willingness of department heads to bear one another's burdens, correct standards of teaching effectiveness, democratic and responsible methods of university government. Such issues are far removed from the dramatic concept of the Committee on Academic Freedom and Tenure as engaged solely in the rescue of professors dismissed because of their religious and political beliefs. But the development, here epitomized, has been continuous. Approxi-

mately twenty-five years ago, when a committee of the Association surveyed the condition of academic freedom and tenure, it reported, "The attempted infringements of academic tenure at present are probably not only of less frequency than, but of a different character from, those to be found in former times. In the early period of university development in America, the chief menace to academic freedom was ecclesiastical, and the disciplines chiefly affected were philosophy and the natural sciences. In more recent times the danger zone has been shifted to the political and social sciences, though we still have sporadic examples of the former class of cases in some of our smaller institutions. But it is precisely in those provinces of knowledge in which academic freedom is now most likely to be threatened that the need for it is at the same time most evident." Entirely aside from the evidence from the academic world, it was natural to write such an observation when the progressive era was reaching its zenith and when President Wilson was fighting to appoint Brandeis, a heretic on economic and social matters, to the Supreme Court.

Today it is still too early to say that the battle for academic freedom in economic and political matters, as well as in religious questions, is over. Within the last two years the Committee has published in the *Bulletin* reports of investigations demonstrating that the religious liberalism of a professor undoubtedly contributed to his dismissal by a president who did not share his views and that political acceptability, in the lowest terms of machine politics, determined appointments and dismissals in a so-called institution of higher learning. Within the last four months the newspapers have been describing, with what precision it is now one of the responsibilities of Committee A to determine, the propriety of a college administration's procedure in reference to the work of teachers convinced of the nutritive value of oleomargarine vis-à-vis butter! On the whole, however, the economic or political views of professors are now subtly rather than blatantly connected with their dismissals. Few institutions are now so brash as to identify one set of beliefs in the sphere of social science with revealed truth and to interdict the contrary as heresy. Much more common where political and economic beliefs are involved is the indirect evidence they provide of a professor's general unfitness for the institution



in question. Departure from a consecrated conformity is a common prelude to the discovery that an intellectual non-conformist is in fact non-cooperative in other matters as well.

## VI

Institutions bent upon neglecting approved reasons and tested procedures for academic dismissals frequently justify their arbitrary action on the ground that it conforms to academic freedom "properly conceived." Such interpretations of academic freedom are irresponsible, episodic, and usually designed for specific rather than general purposes. On the other hand, for nearly thirty years associations of colleges, universities and teachers have been engaged in the painstaking task of formulating a definition of academic freedom, a rationale for its existence, and procedures for its observance. Although perfection has not been attained, no excuses exist for ignorance of what the immense majority of academic institutions mean when they speak of academic freedom and tenure. The various statements, often referred to in the course of this report, are the record of their achievement and agreement. Unhappily the dating of these successive statements contributes to the illusion that academic freedom and tenure have been revealed to the world for the first time within the memory of modern man and that the American Association of University Professors and other organizations were the chosen instruments of this revelation.

Neither the concept of academic freedom nor realization of tenure as a means to its attainment are matters of the twentieth century. Both early became a part of America's educational heritage. Over a hundred years ago when Thomas Jefferson was establishing in the University of Virginia the first modern university of America's nineteenth century, he wrote the prospective members of its distinguished faculty that, in order to prevent removal for trivial causes, a two-thirds vote of the Visitors was required for dismissal and, in view of the character of the Visitors, "gentlemen of distinguished worth and information, you will be sensible that the tenure is in fact for life." Jefferson was willing to take the risk of life tenure for he placed his university upon a sound principle. "This institution will be based on the illimitable freedom of the

human mind. For here we are not afraid to follow truth wherever it may lead, nor to tolerate any error so long as reason is left free to combat it."

In spite of the multiplicity of his attainments, Hamilton, Jefferson's great rival, did not concern himself with the question of academic freedom and tenure, but he did discuss the cognate problem of tenure for the Federal Judiciary. Academicians, in search of succinct and convincing arguments for their own freedom, can do worse than turn to the seventy-eighth paper of the *Federalist*. Only through life tenure and an assured income did Hamilton believe it possible to secure the impartiality, independence, and competence of a federal judiciary and the reasons there set forth, *mutatis mutandis*, apply to the scholar as well as the judge.

In its support of academic freedom and tenure the American Association of University Professors is committed not to the defense of a contemporaneous novelty but to a part of the American tradition.

For the Committee:

*Bowdoin College*

EDWARD C. KIRKLAND, *Chairman*

The personnel of Committee A on Academic Freedom and Tenure for 1943: William E. Britton, University of Illinois; Elliott E. Cheatham, Columbia University; A. C. Cole, Western Reserve University; Thomas D. Cope, University of Pennsylvania; William M. Hepburn, University of Alabama; Ralph E. Himstead, *General Secretary*; W. D. Hooper, University of Georgia; A. M. Kidd, University of California; E. C. Kirkland, Bowdoin College, *Chairman*; H. C. Lancaster, Johns Hopkins University; W. T. Laprade, Duke University; A. O. Lovejoy, Johns Hopkins University; Robert P. Ludlum, *Associate Secretary*; J. M. Maguire, Harvard University; S. A. Mitchell, University of Virginia; DR Scott, University of Missouri; John Q. Stewart, Princeton University; R. C. Tolman, California Institute of Technology; Laura A. White, University of Wyoming; and Quincy Wright, University of Chicago.

## SOCIAL VISION AND THE COLLEGE PROFESSOR

By DOUGLAS E. LAWSON

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Serious philosophers often ask whether our civilization holds any guarantee against the fate of previous civilizations. Greece and Rome rose in their glory—and died.

History seems to repeat itself; and in recent years we have seen an entire world destroying itself on a scale unprecedented in speed and costliness. Why shall not this civilization go the way of the others? What does it have that the others lacked?

The one answer which seems most likely to possess large significance is that none of the lost civilizations had a planned scheme of universal education designed for the purpose of preserving and transmitting social gains.

The entire structure of education, as it has been known here in the past century or less, may be, in the ultimate, our hope of eventually making men capable of designing *and preserving* a social order which can survive its powers of self-destruction.

What have these reflections to do with the profession of college and university teaching?

We know that our colleges and our higher technical-training schools are the institutions in which men are equipped with the skills that may both build and destroy. The technology of the modern world was fostered, if not conceived, in the classrooms and laboratories of our institutions of higher learning. For in them man perfects his knowledge and skills for later scientific application. The citation of this fact is no indictment of the professors of science or the teachers of the technical skills. Their primary job, as such, has been done well. In fact, with the possible exception of the men who coach in competitive sports and who are under compulsion to show results, they probably have done the best job that our higher institutions can claim.

The great need ultimately is for our higher education to make improvements, not in the fields of the sciences or technology but in the social studies.

In viewing man's growth from a primitive state to the present, it is easy to see that his technological progress has dangerously exceeded his sociological advance. It is dangerous to give certain tools to a child until that child has sufficiently matured to distinguish between their constructive and their destructive uses.

In other words, our institutions of higher learning must now consider the potential destructiveness of the tools with which man has already been equipped and will be equipped in the future. It is idle to talk of taking those tools away; so the need now is to correct the lag of sociological development. The task is, of course, twofold: (a) to adjust the individual to a more social expression of impulses and (b) to provide the most objective universal education possible in the practice and principles of whatever ethics the social order may require.

## II

The first of these jobs belongs largely to the field of mental hygiene, and the second is primarily the province of the social studies. These areas are charged with the responsibility of providing the major research, the basic techniques, and the means of evaluation. Admittedly, they may borrow where they can, whether from the fields of operational mathematics, theoretical statistics, or any others. The point to be emphasized is that both of the two specific jobs belong also, to some degree at least, to every instructor and every professor regardless of his field of specialization.

One might, in fact, defend the thesis that any professor worthy of his position will be deeply interested in the ultimate effects which his teaching has upon the eventual social order. To be sure, he is interested in the facts, the laboratory techniques as such, and the relevant body of research data supporting the principles and conclusions within his special discipline. But his mastery of these elements does not make him a teacher. It may

make him an authoritative technician or research expert. But if he is to be a teacher, he must be interested also—and deeply—in the young men and women whom he teaches. He must see them as the residual legatees of the accumulated heritage and as the designers of attitudes, codes, and ideologies in their day. They will comprise that sociological element which transmits the social gains of thinking as well as of thought. It was Horace Mann who said: "Be ashamed to die before you have won some victory for humanity."

For a homely analogy, we might say that a blacksmith can give a youth an apprenticeship in the making of crude tools. But unless the blacksmith serves also somewhat in the multiple rôle of aesthetician, philosopher, and guide to the boy, he has no assurance that the tools which the latter makes will more likely be used for building cathedrals than for burglarizing; for designing than for destroying.

A sad fact of education is the popular assumption that anyone who has attained preeminence in a specialized field is, *ipso facto*, a qualified teacher in that same field. This faulty assumption allows us to err too frequently. We bring a great jurist to fill an important chair in a law school. A great scientist is eagerly sought to fill a university headship in the department of his specialization. For the teaching of special subject matter and skills, such men are greatly needed, to be sure; and the need is particularly acute at the graduate levels. But, for the mass of students, such qualification on the part of an instructor is insufficient. Other things being equal, it would seem probable, of course, that the great specialist will be the best choice. But such equality must not be presupposed. What are the dangers?

Let us think, for the sake of illustration, of two powerful nations with contrasting social ideologies. Each has its system of higher education. And again suppose that neither nation, in selecting its educational leaders, looks beyond the academic and technical qualifications.

At best, the two nations will simply continue their two opposing conceptual patterns in the social order.

But, in actuality—and recent history provides expert testimony—the less democratic of the two nations will use the schools

as powerful institutions for its own cultural indoctrination. The result will be a "strong" national spirit, a more unified ethos in the popular heritage.

The lesson for democracy is relatively clear and simple. If we predicate a social order on the hypotheses of certain democratic ideals *less* native to man's animal impulses, then, proportionately, it becomes even *more* imperative that we secure instructors capable of making those ideals somewhat concrete, of giving them substance, and of making them meaningful through motivation, personal inspiration, and example.

In plain analysis, the job of every responsible instructor breaks down into two categories (if we except here the special tasks of research). He is a technician within his area of specialization. But this is not enough. He also must have large social vision and perspective for the total scene into which his students will emerge. Here he becomes a teacher as well as a technician; for in this category his responsibility to society requires that he look to the ultimate goals which the technical skills may promote.

It seems axiomatic that the pilot should know his ship. It might help also if he knows something of the ocean on which it must travel.

### III

Within the scope of a single paper it is difficult to present even a bare summary of the professor's non-technical qualifications for good teaching. Many attempts of this sort have been made on the level of the elementary and secondary schools; and statistical analyses have followed research in dealing with the qualities of teaching greatness at these levels. For the most part, the "rating scales" thus arrived at have been extremely unsatisfactory and unconvincing. Many of them, reduced to their lowest common denominator of absurdity, are mere "job-analysis" summaries.

In short, great teaching is a matter of many things, some of which are of such a qualitative nature as to elude all efforts at quantitative analysis. How, for example, measure a teacher's personality traits, the intangible elements of personal inspiration, or those which effect the desired attitudinal conditioning



of the student in terms of idealism and personal unselfishness or social vision?

One is tempted, therefore, and perhaps justifiably, to seek out the reputedly great teachers in history and to identify in each a single characteristic or two on a purely subjective basis. One thinks of Confucius, Christ, Socrates, Plato, and a dozen or so of the other ancients. In more recent years the names of a score of teachers vie for notice.

Among all of these are men whose views differed in many points. But the impressive fact is their almost invariable likeness in certain others.

A supposedly composite picture is always difficult to achieve and may seldom or never be typical. But it is in the effort to visualize it that one finds certain traits persistently claiming attention. From them a portrait of sorts may be assembled. The following paragraphs, therefore, represent an attempt to define, in the light of his functions, the needed qualifications of the college instructor. It does not necessarily follow, however, that the man who possesses all of these characteristics is certain to be a good instructor. The converse of a proposition is not always true; and the whole may be greater than the sum of its parts.

1. *The sincere college instructor avoids sensationalism.* It is a fact known to psychology that the possessor of a brilliant intellect may nevertheless be a person who, in his emotions, remains immature. Sensational statements in class, overemphasis upon the bizarre, off-color jokes, too many personal references, a persistence of startling assertions—these unusual types of behavior are inconsistent with professional bearing. If we may borrow here from the vocabulary of art, it may be mentioned that some instructors' classroom presentation constitutes a kind of academic Dadaism or vorticism. Those who repeatedly set up academic windmills against which to demonstrate their quixotic thrusts, who orate noisily, or who persistently put weak words into students' mouths in order to display their own skill in verbal combats—such instructors may consider themselves possessed of intellectual "temperaments," but their more advanced students are apt to see in them merely a lack of full intellectual and emotional balance.

The exhibitionistic professor may entertain; his classes may be popular; but after a few years he has worn thin the bright mask; and he has certainly injured the esteem of his institution. When he was ten years old, he may have been acting naturally for his age when he turned somersaults before the family's guests to attract their attention. If now he uses an exhibitionistic vocabulary and a rapid-fire reference to many esoteric facts and sources, he may still be turning his somersaults—and for the same purpose, despite the fact that they are mental instead of physical ones.

If, at ten, he worried his parents and neighbors by his daredevil trick of walking close to the edge of every dangerous precipice, he was following a misdirected effort to attract attention and win some form of approval. If now in his college lectures he walks close to the edge of socio-moral taboos in his "frank" discussions of sex, he probably is still making the same old bid for attention. He may think that he is merely giving legitimate scientific knowledge, for all scientific knowledge may legitimately be taught by the colleges and universities, of course. But there is a difference, and the students know it. So do his colleagues. And so does the public.

2. *The careful college instructor recognizes the limits of his authoritative knowledge.* "I have encompassed the realm of human knowledge," Bacon is reputed to have declared. For his day and age, this intellectual giant probably was capable of such omniscience. But today the fields of professional knowledge are wide and deep. The scholarly instructor is usually a person who has necessarily specialized within a relatively narrow field. To be sure, his scholarship is such as to have carried him in minor explorations of other fields and especially those related to his own. And he has doubtlessly comprehended more in each field than the less intellectual person would understand. But he is wise in the knowledge of his own limitations. Hence he feels no hesitance in admitting his lack of specific knowledge when confronted by problems that arise outside his declared province. His cloak of authority, which he may wear with dignity in his own field, is modestly but honestly laid aside when his stu-



dents confront him with questions from other professional areas than his own.

Here he is quick to suggest referral to proper sources. He may, and probably will, often discuss such problems with the same evidence of intellectual interest which characterizes him in his own field. But his conclusions will conspicuously lack all *ex cathedra* tones of dogma. And he will find it natural and right for even his students occasionally to add to his information in these cases.

3. *The earnest college instructor sees himself as a guide to students' thinking rather than as a giver of truth alone.* Does the college professor see himself as one who has arrived at the place where he can now pronounce Delphic oracles? Or does he think of himself as one who, by reason of his experience and training, is equipped to lead students in the common search for truth and in its mutual exchange? Perhaps this implied difference, though often overlooked, is the point which really separates the teacher and the pedant.

It is notable that most of the great teachers in history have played smaller rôles as givers of final truths, formulae, and the incontrovertible *ipse dixit* of authority than they have played in their outlining of great principles and in their ability to inspire their followers to think in terms of larger-visioned concepts. The universities themselves began in ancient times largely as centers where scholarly men gathered for the exchange of thought and knowledge from wide spheres of science and the humanities. All the great teachers were cast somewhat in the rôle of philosophers; and the functions of instructorship within the narrow fields of technical specialization as we know them today did not develop until more recent times. Under our present diversity and vast increase of knowledge, specialized instruction has of course become a necessity. But the truly great instructor still is something of a philosopher.

And the philosopher, by definition, is interested in all knowledge and its relationships. He is interested in the ultimates among the sociological objectives of living. He is, therefore, interested in such intangible values and concepts as ethics, social progress and its definitions, right and wrong, the social mores, international

relationships, religion, racial problems, justice, human freedoms, and the comparative ideologies of our day and of the past. He is interested in education *as an institution* as well as education *as an occupation*.

4. *The competent college instructor has both a philosophic and a scientific breadth of interest and understanding.* It is difficult to propose the exact areas which a competent instructor's knowledge should touch outside his own field of specialization. But it seems clear that the need is for some scholarly understanding in each of the major areas of cultural and scientific learning; namely, in the arts, the humanities, the social studies, and the sciences.

Now, the point arises as to just what the instructor will do with learning which is outside his own teaching area. In the first place, he will need it constantly as an aid to his own perspective. It will help him to see his own field for what it is if he can envision it as a part of a larger and integrated whole.

I recall a professor in my own field (education) whose students delighted in asking questions which were remotely connected with the subjects under discussion. They repeatedly led him into fields of science, medicine, and the arts. There he was as lost as if in a forest and was perpetually getting out on a limb. Then some student would neatly saw it off.

As professional educators, we cannot afford to restrict our fields too narrowly. We must have sufficient command of enough knowledge to make us articulate in many situations.

As previously suggested, an instructor must recognize the limits of his knowledge. But these limits must not be so narrow as to preclude his having a cultural understanding of the major premises and values in other fields of human thought and discovery.

The areas of human understanding are often closely integrated; and scholarship may depend upon one's ability to keep their relationships in focus. For example, the geneticist and the sociologist gain perspective when they thoroughly familiarize themselves with the concepts and evidences within each other's field. The philosopher and the scientist must likewise understand each other's language to the extent that they are enabled to appreciate the values in both areas and see their points of articulation. Recent years have brought a remarkable growth in the

application of higher mathematics to the analysis of problems in the social studies fields. Other illustrations could be added.

The competent scholar, while recognizing the limits of his authority, nevertheless gains balance and perspective when he develops appreciation for the more significant concepts and basic elements comprising the other major areas of knowledge.

5. *The capable college instructor is familiar both with the sources of information and the methods of scientific inquiry.* It has been said that one half of education consists of knowing, not the facts, but where to find them. This competence implies, of course, an ability to evaluate the sources when one does find them. Until one engages in well-controlled research, the innumerable pitfalls scarcely become apparent. Perhaps we have reached the point where "research" has become almost a shibboleth. Much passes as research which is not. For example, a recent experiment in socio-psychologic "atmospheres" and their effects upon children in school has received rather wide recognition. It won the experimenter a Ph.D. degree from his university. It has been published, in extract, in professional journals. It was publicized by the popular magazine *Life*. Yet any competent student of valid research methods can identify in it at least four uncontrolled variables of such magnitude that the failure to control any one of them leaves the investigator's findings open to most serious question.

It is not intended to imply here that every competent college or university teacher must necessarily be a research person. But he should be capable in evaluating the sources of all his specialized information.

6. *The college instructor should be a person of social purpose.* Does the instructor hold clearly formulated objectives for the total process of education? Does he see his task as a part of society's effort to select better paths for the future? Nature provides man with no guarantee of progress. Only change is guaranteed; and whether the ultimate direction shall be forward or backward must be determined by socially intelligent men. "Civilization," says H. G. Wells, "is a race between education and catastrophe."

I often think of the teachers of history who, in explaining and

detailing the evidences of Napoleon's genius, have wandered off into rhapsodies of praise. Yet how few of them have paused to evaluate in the terms of Ingersoll who, after visiting Napoleon's tomb, said: "I thought of the orphans and widows that he had made and of the tears that had been shed for his glory. And I said, 'I would rather have been a poor peasant and worn wooden shoes . . . than to have been that imperial impersonation of force and murder known as Napoleon the Great.'"

How many of us see education as an attempt to make each generation capable of improving the social order? As an attempt to help our students to make better adjustments in the complex world that they will surely find? The teacher is, in effect, a custodian of total human heritage for the improvement of civilization.

Let us go back to Napoleon in his boyhood. Attending a school of France, he was maladjusted and unhappy. Short in stature and showing the signs of foreign descent, he was somewhat isolated and frustrated. Under the circumstances, it was natural that he should gradually develop certain unwholesome compensations. His adjustment mechanisms may have included a great amount of day-dreaming and many forms of rationalization, which in turn probably accentuated his isolation, creating a vicious circle from which his personality could not escape.

When we again see him, he is no longer a boy but a man. And the germ of his genius has found fruition in ways calculated to make others recognize his personality and his greatness. With ambitions forged, apparently, in the fires of his grandiose dreams, he leads his legions at Jena and Austerlitz and engages the vast enemy of a Russian winter.

Had he but had, in earlier years, a teacher of full-hearted sympathies, of insight, of vision, and of sufficient ability to appeal to the strange and precocious boy, what changes this unknown teacher might have effected in the history of France and of the world! What if such a teacher had won his confidence and respect, providing wholesome and socially desirable opportunities for the expression of his genius and correcting at least the vicious situation that was working its trauma upon his personality? And what if Napoleon had later directed his genius toward the destroying of European animosities instead of strengthening

them? What if, instead of spending his life in seizing destiny by the horns to make it speak his name, he had directed his energies and his power toward the solution of humanity's problems rather than his own? What if, for example, he had labored to unite all of Europe into a peaceful league comparable to the one which Jefferson and his contemporaries were welding together from separate entities in the West?

But to get back now to our college professor. Assuredly he may never know what potential Napoleons are in his classes. But the possibilities are worth his taking time occasionally from the absorbing pursuit of his daily topics to look up and adjust his total vision to the total world and its urgent problems. He must see its ultimate goals and attempt constantly to measure the evidences of humanity's progress toward them. "What you would have the state be," said Bismarck, "that put into the schools." He might well have spoken, not of a state merely, but of a civilization.

It is possible for an instructor to lose social purpose in his teaching by becoming so lost in his subject matter that he forgets his students, forgets the objectives of his instruction, forgets the social world about him. I think, for example, of a teacher of literature who taught Milton most of her life. She knew most of his writings by heart. She knew every known detail of his life. She had practically shut out everything else from her field of vision. And I think that she eventually got him confused with God. She lost touch with the vast and moving current of life about her; and, in doing so, she forgot her students as human beings with problems, hopes, and vital needs. She failed to see the total task of instruction as it must apply within the successive ages of our social living. Such narrowing weakens the instructor's total effectiveness. We must sometimes pause and "lift up our eyes unto the hills."

7. *The college instructor should be open-minded.* Truth is where you find it; and the scholarly instructor is interested in first seeking it out and interpreting it truthfully before proclaiming its implications. Darwin is reported to have read more eagerly those writings which disagreed with his findings than those which sustained his point of view. He wanted to have the advantage

of every possible evidence which might disclose error or inadequacy in his conclusions.

To begin with, open-mindedness depends upon an ultimate vision of the scholar. If he is holding the larger social welfare at the focal point of consideration, the theories which he uses are mere tools. If, however, he loses perspective and becomes interested chiefly in the theories, he becomes inclined to develop prejudices and intellectual blind spots. Many of our academicians have become so engrossed in the defense of specific formulae and doctrines that they have lost sight of the goal, wandering off perpetually on forays against their professional antagonists instead of attacking the larger problems which they and their antagonists should have had in common.

When he enters his research laboratory, the open-minded scholar leaves his prejudices at the door. It may be too much to ask that he leave his hopes there also; but they do not enter into his weighing of probabilities, his interpreting of data, or his formulating of conclusions. As a philosopher, he decided to enter his laboratory to search for truth. But, once inside, he removes the philosopher's cloak and replaces it with the laboratory gown of the technician while actually performing his experiments or examining his data. Then he may later reappear in his alternate rôle. Admittedly, there are places where scientific data do not properly enter into the formulating of beliefs. The point is that the scholar must be able to distinguish between the two types of thinking and avoid confusing them. As a philosopher he is open-minded, willing to test by all evidence the conclusions that he forms, and possessed of large vision which sees clearly the societal goals. As a technician, he is informed within his own area of specialization, he allows not even his own hopes to color his findings, and he tests his conclusions impersonally before he states them finally or declares them as truth.

And always, in either rôle, he sees himself as the scholar whose field must be not merely interpreted for its own sake but must be made functional in promoting the ultimate happiness of mankind. His vision will determine the ultimate meaning of his scholarship.



## THE OFFERINGS AND FACILITIES IN THE NATURAL SCIENCES IN THE LIBERAL ARTS COLLEGES<sup>1</sup>

By ANTON J. CARLSON

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In accordance with its policy of making an intensive study of one or more areas of higher education each year, the Board of Review of the Commission on Colleges and Universities in 1942 selected the equipment and offerings in the natural sciences as an area for investigation. The consensus of the membership was that the study should be carried on despite the war and its consequent demands upon the time and energies of the college staffs. Many institutions have building programs and curriculum readjustments planned for after the war and it was felt that some of the data gathered in the investigation might be of value in carrying out such programs.

This report is based upon data of four types: (1) the returns of a detailed questionnaire sent to all institutions previously expressing a desire and willingness to cooperate in this study; (2) correspondence with administrative officers and colleagues in the natural sciences at these institutions on points not clear in the questionnaire and on matters of importance not included in the questionnaire; (3) descriptive statements relative to the investigation found in the 1941-42 catalogues of the participating institutions; (4) visits by the writer to twenty-one colleges and universities in six states.

The twenty-one colleges visited may be considered typical, as they include institutions large and strong, young and weak, public and private, denominational and independent, women's colleges and men's colleges, junior colleges and teachers colleges. It had been planned to visit ten additional colleges in five other states,

<sup>1</sup> Reprinted through the courtesy of the *North Central Association Quarterly* (Vol. XVIII, No. 2, October, 1943).



but unforeseen and imperative public duties prevented such visits.

Prior to the visits to the twenty-one colleges the returned questionnaires and the 1941-42 catalogues of these institutions were studied so that particular strengths or particular weaknesses in the natural science offerings in the several colleges could be examined more effectively.

If this report contains findings and suggestions of significance to those entrusted with the guidance of college education in our country, thanks are due primarily to the cordial and effective cooperation of administrators and colleagues in the 170 institutions included in the investigation.

### The Teaching Budget in the Natural Sciences

The findings at the twenty-one colleges and sufficiently accurate information from 106 additional institutions permit the following summary figures on the proportion of the total teaching budget of the 127 colleges and universities that goes to cover instruction and research in the natural sciences. These figures are as follows:

High.....	40 per cent
Low.....	4 per cent
Average.....	20 per cent

For the purpose of this study psychology and home economics (nutrition) are included with the natural sciences. Mathematics is not included. This arrangement caused some difficulty in obtaining accurate figures on the teaching budgets in the natural sciences. In some cases the teaching budgets in physical education and in hygiene were included in the natural science budget in the returned questionnaire. Most of these discrepancies were ironed out by correspondence but some errors may have entered undetected. The figures are approximately correct, particularly since they agree very closely with the percentage of full-time teachers in the natural sciences in the entire college faculties of the institutions visited or submitting returns. Of course, it is clear that the teaching budget in the natural sciences does not represent the entire cost or investment for the natural sciences in the colleges. Possibly

these additional costs or investments are greater for the natural sciences than for the humanities and the social sciences, particularly when we consider advanced research and graduate education in the universities. But the figures on the teaching budget show clearly that *this is not an age of science in the colleges and universities, since the average of the total teaching budget going for the instruction in the natural sciences is only twenty per cent.* There is little doubt that the 127 institutions in the sixteen midwestern states included in this survey are typical for most of the colleges and universities of our country. The lowest figure on the science teaching budget, four per cent, indicates of course that in some of our smaller schools the natural sciences are virtually nonexistent. The frequent complaint that the natural sciences dominate modern liberal education finds no support in the above figures. It is not true even in our strong state agricultural colleges from which questionnaires were returned.

### Natural Science Faculties in the Colleges

In addition to the twenty-one colleges visited, questionnaires returned from 127 other institutions permit the following summary of the relative percentage of full-time science teachers in the total full-time faculty of these institutions. The figures are as follows:

High.....	40 per cent
Low.....	6 per cent
Average.....	20 per cent

As will be noted, this average of twenty per cent is identical with the average figure for the percentage of the science teaching budget in the total instruction budget of these colleges. This indicates on the whole a uniformity in salary scales within each institution.

When the questionnaire to the colleges and universities was prepared information was sought not only on budgets and faculties, but on space and equipment for the natural sciences. A discussion of the information so obtained appears at a later point in this report. It is of course realized that the caliber of the teacher in the

natural sciences is at least of equal importance to the physical equipment, from the point of view of the effectiveness of the teaching and the impact of the natural sciences on liberal education. In the twenty-one institutions visited personally information on teaching efficiency was sought from the administrative officers concerned. The question was put in this way: *If you were to select ten, twenty, or fifty of the ablest teachers on your full-time faculty, how many of these ablest teachers would be in the natural sciences?* In no case was the question put to any of the teachers in the natural sciences who might be locally affected by the answer. It is readily admitted that different elements of excellence will necessarily enter into the judgment on this point in the case of different administrators in different institutions. It should be noted that in the case of the personal visits these colleagues approached this question with a great deal of seriousness and when this information was sought from the colleges and universities not visited equal seriousness was displayed in the correspondence. *It is clearly an estimate, but it is the best measure that we have or can get.* This problem was particularly interesting, since many of the college administrators in the institutions visited made comments to the writer to the effect that *the natural sciences in the colleges give exceptional training in thoroughness, accuracy, and mastery*, elements of no mean importance in liberal education.

The figures from seventy-three institutions from which information is available show the percentage of superior teachers in the natural sciences out of the entire group of superior teachers on the faculty as follows:

High.....	67 per cent
Low.....	20 per cent
Average.....	40 per cent

Although these figures are estimates, they are made by administrators not personally involved and it seems significant that the natural sciences faculty group, constituting on the average only twenty per cent of the full-time teaching faculty, should nevertheless contain around forty per cent of the superior teachers on the

average faculty. Even though the figure for superior teachers is admittedly an estimate, it should call for serious consideration. It does not seem likely that the natural sciences attract a higher percentage of people with superior brains, personal character and working drive than do the other disciplines in the colleges and universities. Can it be that shoddy work is more readily concealed in the teaching in the humanities and in the social sciences than is the case in the natural sciences? It does not seem unlikely that the quality of the work, both on the part of teachers and students, is more readily recognized in the natural sciences than in the humanities and the social sciences, because of the objectivity of at least some of the checks in the natural sciences. This may be a factor in the foregoing evaluation of the percentage of superior teachers in the natural sciences. There may be this additional factor; namely, that the long and strenuous discipline required of men and women of even average ability and drive who qualify for teaching and research in the natural sciences may condition them to greater accuracy and effort in performance. In that connection one must not forget the unconscious but potent influence on the character and drive of men and women who daily struggle with solutions of scientific problems.

In the case of the twenty-one institutions, the following question was put both to the teachers in the natural sciences and to the responsible administrators in the colleges: *Do you regard research as a significant factor in keeping the teachers in the natural sciences alive and efficient?* The answer of both groups was almost universally "Yes." The complaint of the instructors was generally to the effect that overload in teaching leaves too little time and energy for individual scientific research. The almost universal complaint of the administrators was scarcity of financial support for research in the natural sciences. (Some college administrators do not put the same meaning into the term "scientific research" as do the teachers in the natural sciences.) I think this question requires both study and emphasis on the part of the liberal arts college, to the end that the teachers in the natural sciences may attain and maintain the highest possible performance, because the question involves *the value of teaching by example*.

### "Survey" Courses in the Natural Sciences for College Freshmen

One idea or purpose in the required freshman courses in the physical and biological sciences with which some colleges and universities have experimented during the last ten years has been *the compulsory exposure of all college students to the methods and the fundamental findings in the natural sciences*. The questionnaire sought information regarding this educational experiment, to wit: Have such courses been instituted? What is the character and the provisional success or failure of such courses? The information may be summarized for 104 institutions as follows:

1. In planning instruction for freshmen, 78 institutions have not experimented with so-called "survey" courses in the natural sciences.
2. Ten institutions have instituted such courses both in the physical sciences and the biological sciences, and in these colleges such courses are taken by a very large percentage of the freshman students.
3. Sixteen institutions give general introductory freshman courses in the biological sciences, but none in the physical sciences.
4. On the basis of freshman student registration the freshman general introductory courses in the biological sciences make the stronger impact in nine institutions, the courses in the physical sciences make the stronger impact in two institutions.
5. In some colleges where these introductory science courses for freshmen are not obligatory and appear to make only a moderate impact on liberal education, these courses appear to be taken largely to meet the "science requirements" for graduation in the college. This may mean that these courses require less application than do the departmental introductory courses in the several sciences. Three of the twenty-one colleges visited had tried general introductory science courses for freshmen and had abandoned them.

If it be true that an understanding of the scientific method and the fundamentals of the nature of man and the nature of the universe already achieved by the natural sciences is significant in a liberal college education, it would seem timely that we of the college faculties study this problem again, for I am satisfied that our nondescript "science requirement" for graduation usually falls

short of the above goal. Streamlining the natural sciences in the college in the direction of purely vocational and professional training will not bring that goal even within sight of the mine run of college students. It seems certain that the special services of many colleges in the present war, the providing of special and accelerated technical training in some of the natural sciences, will strengthen the unfortunate emphasis on technology in the guise of liberal education. When peace once more comes to bless our land we of the faculties must re-evaluate and reconstruct our entire college curriculum in the directions of *essentials* and *mastery*, and not primarily in the direction of speed, technical trades and professions, no matter how strong the myopic drive in the latter direction may grow. If we could discover the essential core of liberal education, then *mastery*, rather than speed, would seem to be the goal. President James B. Conant, of Harvard University, himself a scientist of distinction, said recently, "Science alone, untempered by other knowledge, can lead not to freedom but to slavery."<sup>1</sup>

### The Relative Impact of the Several Natural Sciences on Liberal College Education

Data relative to registration in freshman or elementary science courses in 172 colleges, large and small, within the territory of the North Central Association have been tabulated and are presented in Table I. There is shown the impact of the natural sciences on liberal education in the colleges as measured by the student registrations in the freshman or elementary course or courses in the respective sciences in 172 large and small colleges and universities, including junior colleges, teachers colleges, state and city colleges, within the territory of the North Central Association.

Inspection of this table indicates that psychology is in the lead, slightly ahead of chemistry. This slight lead of psychology is probably due to the fact that it is a required subject (chemistry is not) in many colleges, particularly state teachers colleges and denominational colleges. With this factor eliminated, chemistry would certainly be in the lead, in the sense of a voluntary choice of

<sup>1</sup> James B. Conant, "Science and Society in the Post War World," *Technology Review*, XLII, May, 1943, p. 366.



the greater number of freshman students taking any of the non-required natural sciences in the colleges. The tabulation puts elementary college physics sixth in the choice of freshman students, as compared with chemistry. The traditional emphasis on geography in the training of elementary teachers in teachers colleges probably accounts for the slight lead of that subject over physics.

TABLE I—REGISTRATIONS IN FRESHMAN OR ELEMENTARY SCIENCE COURSES IN 172 COLLEGES IN THE TERRITORY OF THE NORTH CENTRAL ASSOCIATION

Subject	Rank*					
	I	II	III	IV	V	VI
Psychology	66	35	24	16	5	3
Chemistry	60	39	19	16	5	2
Zoology	18	23	41	27	16	2
Botany	7	9	17	19	20	12
Geography	4	14	6	5	8	2
Physics	2	14	23	27	24	14
Geology	2	10	8	20	18	1
Human Physiology	2	7	15	19	29	16

\* The Roman numerals indicate relative percentage of student registrations in the listed sciences, from rank I to rank VI. The figures in the columns below the Roman numerals give the number of institutions in which the respective science ranked first down to sixth in relative number of freshman registrations.

Why do so many college freshmen avoid the course or courses in elementary physics? The study of the offerings and the facilities in the natural sciences as a factor in college education in the institutions visited naturally brought up the old problem: *What are the reasons for the fact that in practically all of our colleges and universities elementary or freshman physics is selected by so few freshmen students in comparison with the registration in freshman chemistry?*

It may be agreed (1) that as an element in liberal education an acquaintance with the fundamentals in physics is as important as an acquaintance with the fundamentals in chemistry; (2) that the difference in the impact of physics and of chemistry on our liberal education is too universal to be accounted for by poorer teaching in physics. Many explanations have been advanced, such as: (a) poor teaching of mathematics and of physics in the



high schools; (b) greater insistence on mathematics even in elementary physics as compared with elementary chemistry; (c) the vocational aspect of chemistry, that is, more calls for chemists in industry and in the medical sciences, as for laboratory technicians; (d) a high school and college student tradition that physics is an exceptionally difficult subject (coupled with the attitude of permitting, if not encouraging, our youths to detour around the more difficult educational tasks); and (e) even apart from mathematics, physics is a more difficult science to master than is chemistry, and is above the mental capacity of the majority of our college freshmen. The last explanation, if it be a fact, is a reflection on, if not a reproach to, our college students. Because of the fact that the need of our armed forces has greatly increased the registration in freshman physics during the 1942-43 school year, it appears that statistics for the year 1941-42 and for 1942-43 of the total registration and percentage of failure in freshman physics might help to answer the question whether college physics is too difficult for our average college freshman students. Such data were asked for from all the institutions that had returned full, or nearly full, information on the questionnaire. Replies were received from 110 colleges and universities and are summarized in Table II.

TABLE II—COMPARISON OF REGISTRATIONS IN FRESHMAN PHYSICS 1941-42 AND 1942-43 IN 110 INSTITUTIONS

(Registration in the same courses in the same colleges)

<i>Status</i>	<i>Number of Institutions</i>
No change.....	11
Increase (10 to 400 per cent).....	76
More failures.....	26
Fewer failures.....	24
No change.....	26
Decrease (10 to 200 per cent).....	23
More failures.....	7
Fewer failures.....	7
No change.....	9

There is, clearly, no preponderance of failures in freshman phys-

ics in the colleges, where the student registration in 1942-43 increased up to four hundred per cent. So far as it goes, this is evidence in support of the view that college physics is not above the mental capacity of the average American college freshman, boy or girl. It is admitted, however, that several unknowns, not operating in peace time, may be involved in the data given above, such as (1) that war-time needs may have induced more serious student application; (2) that the same needs may have lowered the standards of passable performances; (3) that many teaching faculties in physics may have been weakened due to national service more directly connected with the war.

Most of the teachers of college physics, with whom I have discussed this problem, refer to the general avoidance of mathematics and physics by students in the high schools. Not a few of these college teachers also emphasized the occasional inferior offerings in physics in the high schools. A few college teachers of physics have put part of the onus on themselves and on their colleagues in physics in other institutions. Their comments may be summarized in a sentence: "We (the college teachers of physics) stay too confined to the ivory tower and aim primarily at making professional physicists rather than doing our bit for liberal education." It is not the purpose here to pass on the validity of this self-criticism, nor to say to what extent this purported shortcoming in the elementary teaching of college physics explains the slight impact of physics on liberal education. Even if the criticism is valid, it seems probable that our philosophy of study as play rather than mastery, and the freedom of the high school student to avoid the more difficult subjects, induce habits and traditions which enter college with many, if not with the majority, of our freshmen. The following paragraphs from a letter of a college dean who has given serious thought to the problem are quite illuminating:

First of all, I am surprised by the fact that men who prepare themselves to teach mathematics and physics become very greatly enamored of using brief mathematical statements to express ideas. Somehow they fail to review their own experience and face the fact that their conceptions of physics were in descriptive terms or in the verbal statement of principles and that as they became

better acquainted with mathematics and mathematical formulas, they became accustomed to expressing ideas in symbols represented by mathematical equations and formulas. Just why these men develop the idea that they can bridge for a student the gap which they had bridged for themselves through several years of experience between descriptive statements of principles and symbolic statements of principles represented by mathematics, I do not know. Too frequently we teachers develop an idea that we can bridge the gaps for students when we know perfectly well that it took us several years to do the same piece of work. Teachers ought to realize that it takes time for the thinking of any student to develop and that you cannot save the student from his own personal experience; probably it would be better to say that you ought not attempt to deprive him of his right of personal, mental evolution.

The result of this attitude of mind on the part of teachers is that they attempt to use mathematical equations too early in the course of instruction and, what is probably more significant, they use too many mathematical demonstrations when descriptive demonstrations are far better for the beginning student. The result has been that the high school and the college student who have done no physics become impressed with the fact (or what they think is a fact) that physics is full of mathematics, algebra, and trigonometry, or it is not physics. Another way of putting the same idea is this: in our teaching we have sometimes taken mathematics as an end in itself and not as an instrument to aid in developing concepts.

Many of the men who have written the elementary textbooks on physics have written them from the point of view of their colleagues in the field of physics and not with the student in mind. They have been fearful that if they do not develop mathematical demonstrations in their physics, they would be criticized, and the result of it is that the student has been sacrificed for professional pride.

Another attitude of mind that prevails among men in mathematics and physical science is, that the best way to impress a student with the academic merit of physics is to use what I have chosen to call "the fear of God" technique. This consists of taking a student and telling him how tremendously difficult physics is and how many hours of laborious effort he is going to have to expend if anything is accomplished. I do not believe that sort of technique ever helped a student attain a freedom of spirit and attitude of mind which ultimately produced not only good students, but investigators. It has too much of the spirit of inhibition in it.

### The Scanty Impact of Human Physiology, Human Nutrition, and Human Health on Our Liberal College Education

It will be noted by referring again to Table I that human physiology, an important aspect of biology, important for man's intelligent living, is the last on the list. The actual classification of this phase of biology is a little difficult at present, because smatterings of human physiology necessarily come in as part of psychology, nutrition, hygiene, and of individual and public health, as these are offered today in the liberal arts college. Occasionally good elementary courses in human physiology are to be found in a department of zoology. It is difficult to understand how either psychology, hygiene, health, or nutrition can be effectively presented in the college in the absence of at least a minimum core, a minimum prior mastery of the machinery of the human body, on the part of the students. We cannot assume that the high school graduate comes to college adequately oriented in these fundamentals for intelligent living. On the basis of an extensive study of the teaching of biology in our secondary schools, under the auspices of the Union of American Biological Societies, Dr. Oscar Riddle concludes: "Fewer than half of the biology teachers in our high schools are sufficiently trained in biology to give acceptable instruction in the subject."<sup>1</sup> According to the writer's information and experience the situation is even more unfortunate in regard to the teachers and the teaching of human physiology, human hygiene, human nutrition, and human health in our high schools. Criticism of college courses is not called for here, but courses in hygiene or in health in the colleges are frequently given as one lecture a week for one semester, with no laboratory work and a minimum of effective demonstrations. At times such a course is given by the teachers of gymnastics, football, and swimming, or by the nurses or physicians responsible for the student health service. It depends entirely on the training, the capacity, and the vision of the individual teacher in these cases whether such courses make significant contributions to liberal education.

<sup>1</sup> *1941 Yearbook*, p. 22. Department of Science Instruction, National Education Association. Washington: National Education Association, 1941.

The importance for intelligent living of an orientation in human physiology and human nutrition was not so apparent fifty or more years ago, when our current college curriculum had taken root. It is up to the liberal arts faculties to determine whether the modern aspects of human physiology and human nutrition are or are not now a part of liberal education. If the answer is "Yes," then it is up to the same faculties to do something more about it than is accomplished in the college today. We are not here concerned with the adequacy of the course leading to expert training in foods and nutrition and to the training of teachers and investigators in these fields. Nor are we concerned with the series of courses in the college for the ultimate profession of medicine. We are concerned only with the essentials in human biology, essentials for the basis of intelligent living of the college educated men and women of tomorrow. The writer happens to be working in a field (the medical sciences) where the increase in new knowledge and the uncovering of new problems have been nothing short of revolutionary during the last fifty years. Obviously, a medical faculty in 1943, content with the medical curriculum of fifty years ago, would not only be stupid but would be rendering a disservice to society and would be cheating the students of medicine. The medical faculties have to re-examine their moorings, re-interpret old facts, pare some offerings and add others from time to time, in order to render the most efficient service to medical education. So far as can be seen, in connection with the biological sciences and the other natural sciences, the problem of re-examining our educational offerings, or scrapping the less essential and adding the more essential, is no different, although it may be less acute, for the liberal arts college faculties. In this re-examination of the core of liberal education, which will necessarily come as a result of our experience in this war, the matter of human physiology, human nutrition, individual and public health, in the college curriculum should be one of the serious questions for evaluation and adjustment.

In this connection it is interesting to note the resolution on the teaching of human biology and health in the public schools which was adopted on June 8, 1943 by the House of Delegates of the American Medical Association:

*Whereas*, The appropriate teaching in the secondary schools of science, including biology, is essential to the child's understanding of health and nutrition; and

*Whereas*, The medical profession is vitally interested in such education; therefore be it

RESOLVED, That the American Medical Association endorse the principle that every child in the United States be given adequate, sound instruction in high school in basic science including at least one year of biology; and be it further

RESOLVED, That the American Medical Association through its Bureau of Health Education encourage close cooperation between the constituent state medical associations and component county medical societies and the teachers of science in their respective communities to the end that intelligent instruction in science and biology be given the youth of America.

In a discussion of this resolution it is said:

Your reference committee has been informed that national organizations which have already endorsed this principle are the American Association of Physics Teachers, American Chemical Society, Mathematical Association of America, Union of American Biological Societies, and National Association for Research in Science Teaching.

The importance of real health education of the proper type in the schools has been forcibly demonstrated by the results of the physical examinations for the draft boards.

Teaching such as indicated is a fundamental necessity for the proper understanding of the elements of health and physical well being.

A sound educational basis in the sciences will help to sensitize the student to pseudoscientific claims, cultism and quackery.<sup>1</sup>

From the foregoing discussion it will be observed that the writer does not subscribe to the view that the college curriculum seemingly adequate yesterday is by that token the best we can do for our students today. To be sure, man himself has not changed essentially or measurably since the days of Plato, Aristotle, and Thomas Aquinas, but our understanding of man and his environment has increased enormously since the days of these leaders of thought and education. Moreover, our environment has changed

<sup>1</sup> *Journal of the American Medical Association*, CXXII (June 26, 1943), p. 612.



and is changing more rapidly due to human intervention, wise and otherwise. The understanding of the physical man himself and his environment, the adjustment to and the control of his environment cannot be foreign to genuine liberal education.

### **Books and Current Scientific Journals as Equipment for the Teaching of the Natural Sciences**

A check list of 125 current scientific journals in English and other languages was included in the questionnaire sent to all the colleges and universities collaborating in this study. From ten to fifteen of the 125 journals on this list might be classified as "popular science" magazines, such as *Bird Lore*, *Nature Magazine*, *National Geographic Magazine*, *Popular Astronomy*, and so forth. Twenty-one of the institutions subscribed not only for these 125 journals, but for several hundred more of the current science journals. At the other end of the scale stand twenty-eight colleges which make available to their students only from four to ten per cent of the current science journals on this check list. This is practically zero, and a serious defect, from any and all points of view, even assuming that the individual teachers in the natural sciences in these institutions have salaries large enough and vision enough to subscribe personally for the minimum of current scientific journals necessary to keep them and their students alive to present-day scientific thought. The average percentage of these current scientific journals subscribed to by those schools which checked less than one hundred per cent of the list is thirty. It is clear, however, that the several institutions scoring from fifty per cent to one hundred per cent render the over-all average less depressing.

In the cases of the colleges personally visited and found to be significantly inadequate in current journals of science available to the students, the explanation given for the poor showing in this field of equipment was lack of funds. This appears to be a correct explanation. That is, we are dealing here with poor educational equipment primarily because of lack of funds rather than because of a lack of understanding on the part of science teachers and college administrators.



### Physical Equipment for the Natural Sciences in the Colleges

Information touching laboratory space and special physical equipment for the several natural sciences was asked for in the questionnaire. The evaluation of the data furnished in the returned questionnaire is extremely difficult, except by means of personal visits to the respective institutions. Notes and comments under this heading are therefore confined largely to the twenty-one institutions personally visited.

In general it was found that, with the exceptions noted below, laboratory space and physical equipment for teaching the several natural sciences were not only adequate but frequently excellent and superior. Several of these colleges had new and splendid science buildings. Others had made recent and extensive renovations of older quarters devoted to the teaching of the natural sciences. Two of the colleges visited have funds on hand and plans completed for new and ample science buildings, but the construction of the buildings is postponed by the war. So this sector of our educational horizon seems cheering enough, *except for the reminder that it is easier to gather dollars for bricks than to secure pennies for brains*. Four of the twenty-one colleges have good teaching equipment in the form of telescopes and observatories for the teaching of astronomy and celestial mechanics. In general it was found that the instructors and the administrators in the natural sciences everywhere took full advantage of local opportunities relative to industry, soil, fauna and flora, as additions to the teaching facilities of the natural sciences in the college. Where conspicuous teaching equipment appeared to be lacking, it was usually because of the lack of vision of the instructor or lack of funds on the part of the administrator. Surely no wise administrator will provide a Rembrandt to the blind, or a Beethoven symphony to the deaf, and lack of funds is not necessarily an index of lack of vision or good will on the part of the administration.

The only over-all conspicuous deficiency in physical equipment noted in the twenty-one colleges visited is the general lack of space for keeping of live animals so necessary in today's undergraduate and graduate teaching of the biological sciences. This

is understandable, because when many of these science buildings or science quarters were constructed, biology, including human physiology, was largely a static and descriptive science, primarily of anatomy. Biology, including human physiology, has become functional, dynamic, and experimental in the last fifty years. That means biology needs live animals just as urgently as chemistry needs chemicals for adequate teaching. Most of the biologists in these institutions are aware of this defect and are doing their best to improvise remedies. But not all the administrators are conscious of this defect in teaching equipment and may not be inclined to be responsible for the additional expense for food and care of animals. It should be added, however, that a few biologists themselves in these colleges seemed still content with teaching biology by the old aid of turtles and frogs in the alcohol jar and sharks and cats in the formalin tank.

### Visual Aids to Teaching in the Natural Sciences

In the case of the twenty-one colleges visited the following question was put to the instructors in the natural sciences: "Have you found classroom teaching films helpful in your courses in the natural sciences?" Where such films had been tried the answer to this question was almost universally "Yes." In a few colleges such films had not been tried at all, which seems a serious reflection on the experimental approach to science teaching on the part of some of our colleagues. A few instructors said that their students were inclined to take these science teaching films as "entertainment," something that the writer has never observed in the general science freshman courses at the University of Chicago during the twelve years that he has served in these courses. The carry-over of the "entertainment" idea from the motion picture theater to the college classroom can take place only when the students are left in ignorance of the problems and the methods illustrated in the teaching films, through the incompetence or neglect of the science teacher.

In all the states visited, the state universities keep a library of these teaching films in the natural sciences from which films may be had by paying a small rental if the college has the projector and

sound equipment. Personal experience in these matters convinces the writer that these films, while not replacing either lecture demonstrations or laboratory work in the natural sciences, are nevertheless a significant and valuable adjunct to these other means towards effective science teaching in the college.

While it is evident that the physical facilities for the effective teaching of the natural sciences in our colleges of 1943 fall short of the ideal, it is well to remember that on this sector we are now in a paradise in comparison with similar facilities in the American colleges of fifty or a hundred years ago. Therefore, the major shortcomings in the presentation of the natural sciences to our 1943 college students stem mainly from our own myopia and inertia. Also, since the teachers in the natural sciences make up, on the average, only a fifth of our college faculties, it is equally evident that the blame for major defects as to the natural sciences in the liberal arts curriculum must be shared by all our colleagues on the faculty. In the matter of the college curriculum we of the faculties do not always know "the fittest." But in the college, as in raw nature, *the existing* rather than *the fittest*, survives too long. This has given some of our colleagues the foolish faith and vain hope that mere *change* in the curriculum spells advance. It seems highly probable that even major increases in facilities for the natural sciences, as well as major adjustments in the curriculum, will be of minor significance in our liberal college education *until we reject the philosophy (from the kindergarten to the university) that study is play, in favor of the fact that study to the point of mastery is hard labor with a joy all its own in sheer achievement towards understanding.*

## HUMANISTIC EDUCATION AND THE DEMOCRATIC STATE<sup>1</sup>

By LOUIS B. WRIGHT

Henry E. Huntington Library and Art Gallery

In the present crisis, school administrators throughout the United States are desperately—sometimes hysterically—trying to adapt education to the needs of a nation faced with an elemental struggle for existence. The pedagogical sins of the past twenty years are coming home to roost. Theorists who have been loudest in proclaiming this and that “ism” are seeing their pet schemes weighed and found wanting. The rank and file of citizens are realizing at last that the secondary educational structure of the United States has been not only extravagantly expensive but grossly incompetent. Despite boastful claims about the fine results of experimental education, the more honest of the so-called progressive educationists realize that their theories are still half-baked. Only the less intelligent among their leaders assert that they have arrived at certainty. Parents and citizens, observing the end products of our chaotic educational system, are in despair. Colleges and universities, technological institutions, and even trade schools, inheriting these students, many of whom can scarcely interpret a written page, are equally desperate.

In the emergency, opportunists among educational administrators are proposing a scheme that plays diabolically into the hands of Fascist sympathizers. They propose to discard all pretense of humanistic education for the duration of the war and to turn the vast school system into training centers in subjects useful to the war effort. Proposed as a war emergency, their arguments sound convincing to shallow thinkers. Certainly we must win the war, or everything in our civilization is lost. Certainly we must trim off nonessentials and frills. Citizens for years have been

<sup>1</sup> Reprinted through the courtesy of the *South Atlantic Quarterly* (Vol. 42, No. 2, April, 1943).

praying for that reform in the schools. But when these educationists equate the humanities with luxury in learning, with nonessential education, they betray either gross ignorance of the educational needs of a democratic state, or a Machiavellian design to undermine the fundamental resources of democracy. Wittingly or unwittingly, they are seeking to place the kind of education necessary for political leadership beyond the reach of the laborer's son who must attend the public schools and cannot afford to enroll in a private institution where he might acquire fundamental knowledge necessary for intelligent citizenship in a democracy. The enemies of the humanities, either knowingly or naïvely, are attempting to persuade the American public to adopt the educational policies of Dr. Robert Ley and the German Reich.

The attack on the humanities—that is, upon the study of literature, languages, history, and philosophy—is made easy by a specious analogy between the humanistic disciplines and luxury courses. Too often, I am afraid, the public has come to think of the humanities as the special province of esthetes and women who patronize the Browning Clubs. Gilbert's supersensitive young man who walked down Piccadilly with a lily in his hand typifies, in some minds, the devotees of the humanities. To many men, the word connotes merely intellectual luxury: the cultivation that would enable them to enjoy polite literature if they had the leisure after really important affairs were finished, a pleasant accompaniment to an easy chair and slippers. To others, what we call "literary" education means merely an exposure to a few Greek and Latin authors and a few tags of poetry learned by rote. "A cad, my son," an English father told his son, "is a man who misquotes Horace. Beware of him." But these are narrow concepts of the theme and purpose of the humanities. Though the ability to enjoy polite literature and to quote Latin correctly might be sufficient justification for their study, they have a far higher and far more important mission in our lives.

The purpose of the study of literature, language, history, and philosophy—the core of the humanistic subjects—is not pleasure alone. Pleasure is an incidental by-product, a valuable by-product, but nevertheless a by-product. The study of these subjects is designed to shape character, in the broadest sense, to give men a

sense of balance, proportion, perspective, and judgment. Humanistic education has for its ultimate goal the cultivation of tolerance, intellectual humility, and wisdom. The Latin word *humanitas*, from which our word "humanities" is derived, connoted the highest and most harmonious culture of all the human faculties and powers.

The important truth for us to realize today is that adequate education in literature, history, and philosophy is necessary to produce the kind of leaders that a democracy must have to survive. For intelligent leadership requires an understanding, not only of the present, but of the past, a sense of perspective and historical relationships that no amount of technical or scientific training alone will give. The failure of leadership which we have witnessed in many parts of the world in the past decade has been largely a failure of the kind of understanding and character that the true humanist sought as an ideal.

## II

To understand what the humanities mean, we ought to look back to the beginning of the modern period, particularly to the English Renaissance of the sixteenth and early seventeenth centuries. That was an age of intellectual ferment, of tremendous activity, and of vast changes, intellectual, economic, and political. It was a period that produced a host of thinking men, men capable of assuming positions of responsibility, men who were effective and *successful* in their leadership, men who made of England, for the first time, a world power.

The ideal and practice of education in this period was humanistic. The prestige of the humanities in England was higher than ever before, or since. The goal of education, formal and otherwise, was to develop all sides of man's personality, to make him a thinking citizen and a capable leader because he knew the great traditions of the past. To bring about this ideal, the Renaissance looked back to the civilizing influence of the Greek and Roman world. Let me emphasize that the learning of the Greek and Latin languages was not an end in itself, as one is sometimes led to believe. The Renaissance found in the civilizations of Greece and



Rome qualities for emulation, and they learned the languages that they might unlock stores of wisdom which otherwise would have remained buried.

From the classics they got their ideal of education for leadership, and in Greek and Roman history and philosophy they found principles of government, ethics, and social relationships which still govern our thinking, though we have forgotten the sources.

The Renaissance ideal of education deserves our thoughtful attention, for that ideal accounts for the quality of a remarkable leadership. And the Renaissance concept of education, in comparison with ours, may raise some questions that today we need to face honestly.

From Aristotle the Renaissance derived four principles that education must seek to induce in men who would be leaders: Fortitude, Temperance, Prudence, and Justice. From Christian ethics, the Renaissance got two other principles: Liberality and Courtesy. These six virtues made up an ideal of conduct desirable for every one, but particularly for men who would become leaders. And, contrary to general belief, leadership was not the exclusive monopoly of the well-born. Beginning in the grammar schools and continuing through the universities and the rest of life, these principles received constant iteration. Literature and history were studied for the examples they offered of these six virtues: Fortitude, Temperance, Prudence, Justice, Liberality, and Courtesy.

The definition of these virtues was not narrow. For example, Prudence meant something far more important than the present connotation of caution. Prudence required wide knowledge so that a man could act with wisdom in any emergency. Young men studied the career of Alexander the Great, for instance, not only to learn how he had achieved his successes, but to discover the faults that led to his disasters. Constantly, teachers pointed out the lessons to be applied to conditions of their own time. Justice required learning in the principles of law as set forth by Solon and Justinian, and a study of the manifestations of justice and injustice to be found by diligent reading in the histories of all countries. Our own neglect of history is reflected in the ignorance manifested in the utterances of our lawmakers. No member of Parliament in 1600 would have been guilty of the kind of historical



ignorance that has echoed in the halls of Congress during the past two years—an ignorance which has had unfortunate results in governmental policies.

Liberality did not mean merely the virtue of being generous on occasion. The Renaissance ideal of liberality required the cultivation of a liberal and tolerant spirit through the contemplation of human actions, past and present. Courtesy meant something more than saying "Thank you" and replying to invitations on the right kind of stationery. Courtesy required a knowledge of human relations in each stratum of society and taught men how to adapt themselves to the demands of any sort of human contact. Fortitude and Temperance were positive as well as negative virtues. To demonstrate courage and to control one's self became the mark of the man capable of leadership.

Renaissance education had a single purpose: To induce the qualities that exemplified the six virtues that I have mentioned. The goal was not to produce a race of pious prigs, but to train a body of men ready and eager to serve the state in the most intelligent fashion. The state itself, unlike the Nazi state, was conceived in Grecian terms. It was a state that had for its dream the highest cultivation of the individual. But the individualism of the Renaissance was not a detached individualism of anarchy; on the contrary, it made possible the cultivation of man's full powers under the restraints of law.

To attain the desired results, Renaissance education was predicated on discipline. The educational thinkers of the day were idealists, but they were also honest observers who knew how to adapt theory to practice. They knew that no amount of wishful thinking would bring about the millennium. Indeed, from the Greeks many of them had absorbed the notion that the world had been steadily going down hill since the Golden Age, and from John Calvin others were convinced of innate human depravity. Hence, the great teachers sought not to make the path of youth easy, but to give them strength to live in a hard world where discipline, however unpleasant, was necessary to survival and success. The result was that the Renaissance produced leaders of character who had the wisdom and learning necessary to the successful attainment of great achievements.

Perhaps the best example of Renaissance education was Sir Philip Sidney, who combined in himself the poet, scholar, statesman and soldier. But Sidney was only one of a magnificent galaxy of leaders.

I do not mean to imply that Renaissance education was perfect. It was not. The educationists of that day were dissatisfied with both the curriculum and the end product. The sixteenth and seventeenth centuries saw constant criticism of the schools, for criticism of education is almost as old as the complaint against high taxes. Fortunately, we are never satisfied with our schools.

But I wonder if the Renaissance theory of education does not provide us with something that would be useful today. We too are dissatisfied with our schools. We are painfully aware of the inadequacy of the kind of schooling being offered our children. Those of us who teach in colleges realize that each year the students who come to us show a more dismal ignorance of the humanities, as the secondary schools substitute subjects which they assume have greater interest and utility. Meanwhile, students obtain less and less of fundamental training. They are often unable to interpret even a simple page of written thought; and occasionally a freshman scarcely knows how to use a dictionary arranged alphabetically because he did not have to undergo the discipline of learning his ABC's. The number having any acquaintance with classical language or literature grows fewer each year.

### III

Some educators subscribe to the belief that education must be entirely a pleasurable exercise, and therefore the child must be protected from unpleasant, tedious, and boring labors in the pursuit of knowledge. Occasionally, adults, in their well-meaning efforts to provide the little darlings with fun while they learn, succeed merely in boring children, who after all have a good deal of intelligence and eagerness to try their minds on something hard. Many a child must have felt like a certain university professor's two small sons who were transferred to a school where practical handwork was much admired. At the first intermission, the older

of the two boys managed to get to a telephone and called his father. "Daddy, come get us quick," he begged. "They are trying to make a pair of basket weavers out of us."

In recent years we have heard that discipline, the discipline that forced sustained attention to a task which lacked immediate interest, was evil. It might produce all sorts of complexes and spoil the happy disposition of the child. The little daughter of a friend of mine learned how to get out of tedious arithmetic in her public school. "Daddy," she reported, "when we have arithmetic, if we hold up our hands and say, 'I have an inspiration,' the teacher lets us go draw pictures." Her father thought that explained why she used up a lot of colored crayon but had not learned to add and subtract. Another child found a way to excuse her tantrums by telling her mother, in a jargon picked up at school, that she need not behave properly because "she wasn't adjusted yet."

A graduate of a California junior college made his first serious acquaintance with discipline when he joined the Navy. To his surprise he liked it, for he found that it was combined with courtesy, also a somewhat novel experience. "The Navy did more for me than teach me a trade," he wrote to one of his teachers. "I learned how to get along with people of varied caliber. I was much surprised, when I went aboard ship, to find that might was not taken for right. When I received an accidental bump, followed by a sincere 'Excuse me,' and found a big two-hundred pounder making an apology, I began to realize that courtesy was a habit on a well-disciplined ship. This experience taught me a great deal about harmonious living."

A department head in one of the largest junior colleges in California reports that he has discovered only one quality in which the student brought up in the new dispensation surpasses his predecessors: he has infinite self-assurance, and shyness is almost nonexistent. But this educator adds that the student's self-assurance is often a liability, for the teacher cannot crack his complacency. Knowing less and less about more and more things, he fails to develop the intellectual humility necessary to learning and feels certain that he already possesses all the answers. In his ignorance he is frequently arrogant, and he does not understand the necessity

of applying himself to hard tasks that do not strike his passing fancy.

The events of the past two years have given the schools a fearful jolt. Throughout the educational system, from the primary schools to the colleges, thoughtful observers are asking some searching, and often embarrassing, questions. A great deal of fancy educational theory is being discarded. For the first time in years we are beginning to hear a chorus of praise for "discipline," for certain fundamental knowledge based on the humanistic tradition. In some sectors of the educational front there is a mad scramble to get on a newly discovered bandwagon of "discipline" and "fundamental" training before it is too late. Some theorists formerly appeared to think that the schools were preparing for a millennium in which each little anarchy could follow his own personal whim without disturbing his neighbors, somehow equating undisciplined individualism with good citizenship. Now these theorists have suddenly come up against a grim world of stern reality, a world that demands brutal results and is not interested in the pedagogues' statistics, graphs, and professional patter.

From the army have come some interesting reports. Young draftees, faced with strict regimentation for the first time, learned that they could not follow the line of their greatest inclination, as their schooling had implied. Naturally, youths unschooled to discipline had trouble becoming "adjusted," and for a time they made a problem for the army. But when they had become accustomed to disciplined routine, they too discovered, like the young sailor previously quoted, that discipline has its uses in harmonious living.

A close connection may be found between the decline in the study of the humanities and the recently popular notion that discipline is iniquitous. Now the public is learning the folly of some of the nonsense perpetrated by so-called experts masquerading under the guise of progressive education—a misnomer, if ever there was one. Fatuous educators who told the public that diligent application to language, literature, and history was a waste of time, and that old-fashioned insistence upon good behavior and concentration upon the job of learning was positively injurious, will continue to trumpet their stupidities, but intelligent citizens who

pay the bills are awaking to the fact that both discipline and humanistic education are essential in a democratic state.

Defense of humanistic education, with its implied discipline, has appeared in totally unexpected places. West Point, for example, has taken steps to provide more intelligent instruction in history and related subjects. Leaders, the Army has discovered, must be more than mere technicians.

The sudden demand for young men capable of assuming administrative responsibility has also taught some surprising lessons. Personnel officers of corporations and government agencies report that students from preparatory schools and colleges which emphasize the humanities not only have a sense of discipline, but that they also show a greater capacity for adaptation to new conditions.

Industrialists and business houses are looking for men who majored in literature or history, because they have found that these subjects not only provide a background of vicarious experience, but that they teach men how to apply their minds in practical matters. The executive officer of a great public utilities corporation in Southern California insists that applicants for jobs which carry administrative responsibility be college graduates who concentrated on English or history. An industrialist who employs a large number of engineers requires that new engineers entering his employ undergo a strenuous course of reading. The first item on the required reading list is Plutarch's *Lives*. "They can come nearer learning how to think by reading Plutarch than by reading any other book I know," he declares. He does not ask them if they would like to read Plutarch. He assigns it and finds out later whether they have read it intelligently. These men have found that the humanities have a practical value, not only for the knowledge that the subject matter conveys, but for the discipline that they provide.

The insistence on the value of the humanities is not to disparage technological or scientific training. We need all the good scientists and technicians that we can develop. But it is worthy of note that the most influential scientific thinkers in this country are also profoundly interested in the humanities. In a thoughtful address at the Fiftieth Anniversary of Stanford University in 1941, Dr. Edwin Hubble stressed the value of the humanities to the scientist

no less than the value of scientific thought to the humanist. In history, particularly the history of culture, Dr. Hubble discovered a common ground, essential to both the scientist and humanist, if they are to comprehend the relation of man to society.

#### IV

In a democracy, it is not sufficient for a citizen to be merely a technological expert. The survival of democracy depends upon the intelligence of the electorate. From the mass of citizens our leaders are chosen. Germany may decide to train only a restricted few for leadership and make all the rest technicians—or, in other words, expert hewers of wood and drawers of water—but we cannot do that and survive as a democratic state. We must provide the kind of education that will make possible the development of the intelligence of as large a proportion of the population as possible.

That does not mean that all of the vast throng who enter our secondary schools and junior colleges must be given a "literary" education. It is true that we have held out too much hope of white-collar jobs through education. But we must provide a minimum of training in the humanities for all with the capacity to take it. We must teach the masses how to read intelligently and discriminate with some degree of logic. That we are not doing now. We must give them an understanding of the historical background of their own country. That also we are not doing now. We cannot do these things by substituting in the schools a little watered-down entertainment in place of literature and history.

The failure of the public schools to provide honest work in the humanities has created a very real danger. Parents in many localities are having to take their children out of the public schools and send them to private schools where they can learn the fundamentals of English, history—and even mathematics. Of course, only parents relatively well off can afford this expense. There is therefore danger that the kind of education needed as a foundation for leadership will be restricted to the privileged few.

I do not need to stress the catastrophe that this system would entail. But I should like to quote two Englishmen—one a liberal, the other a conservative—who believe that the appalling dearth of



leadership in England in this generation is attributable to the failure of the great English public schools—Eton, Harrow, Winchester, and the others. These schools, which once were the bulwark of English education in the humanities, now represent a hollow shell of humanistic training. They still emphasize Latin and Greek, but they teach the shadow rather than the substance of the humanities. The Renaissance ideal of humanistic education is dead. In the opinion of Mr. Geoffrey Crowther, editor of the London *Economist*, the traditional prestige of the great public schools, based on class privilege, gives them a monopoly of leadership and effectively strangles competition, even in the present emergency, from the government schools. Yet they do not supply either the quality or the quantity of leadership required. As Mr. Esmé Wingfield-Stratford said in his book, *The Making of a Gentleman*, published in 1938, the breakdown of humanistic education in the fashionable public schools and the development of a cult of anti-intellectualism have produced a type of leadership suspicious of too much brains. English leaders, trained in the public schools, says Mr. Wingfield-Stratford sadly, are willing to go out and bear the white man's burden and fight and die for the empire, but they will not think for it.

America cannot afford either to neglect fundamental education in the humanities, or to let it become the monopoly of the socially privileged. If we do, we shall experience a poverty of leadership that will bring political and social ruin. At every cost—even at the apparent waste of offering vast throngs of students courses in literature and history that will not make them better plumbers or welders—we must contrive to increase the intelligence of our electorate. If intelligent leadership fails, then democracy will perish.

As a member of the craft of teachers, as one of the guild of professionals, I should like to be a heretic for a moment. I should like to warn against too much naïve faith in the wisdom of the educational experts. Education is an art, not an exact science. It is not a technological craft. And there are no hard and fast rules that apply to all conditions. Furthermore, it ought to be a partnership between the consumers and the purveyors, between intelligent parents and intelligent teachers. There is an increasing groundswell of criticism from parents who think the schools have so diluted their subject matter and so neglected fundamentals that



public education has become in some instances little more than supervised entertainment. Some of this criticism is doubtless unfair, but we members of the craft ought not be too confident that wisdom will die with us. We have been too cocksure that our theories were correct. But every year or two we have witnessed the quiet burial of some much-advertised plan that we had assumed was beyond criticism.

In the present crisis we must redouble our efforts to increase the intelligence of potential leaders of the next few years. We are faced with a struggle so long and difficult that none of us can foresee the end. Of only one thing can we be certain: we shall need, as we have never needed before, every particle of intellectual capacity that the country can muster—for the war and for the bitter years of reconstruction that will follow. No amount of technical adroitness will take the place of knowledge and wisdom. And, as President Conant of Harvard pointed out in a recent report, we must maintain the humanities, which impart the vital experience of the human race, for no substitute for them can be found in our educational effort to increase knowledge and wisdom. In the great crises in American history, we have had leaders whose knowledge and wisdom can be traced to the influence of humanistic learning, either in their formal schooling or through their own efforts. Never have we had a great statesman who was merely a technological expert. The men who shaped the nation in the late years of the eighteenth century—Washington, Marshall, Jefferson, and the others—were inheritors of the Renaissance tradition of culture, with its insistence upon the obligation to serve the state and bear the responsibilities of citizenship in a free commonwealth. Even leaders who came from humbler origins—Lincoln, for example—owed a vast deal to humanistic studies; the fact that Lincoln did his reading of history by the light of a pine knot does not alter the fact of its influence. These leaders took seriously their duty to cultivate their minds, to comprehend the past in order that they might be intelligent about the present. No thoughtful American wants to retard true educational progress—to turn back merely to the past—but the experience of earlier generations is worth more than we realize. The techniques of intellectual training are not fire-new from the psychological laboratories. The wis-

dom of the ancients has much to teach us. If we are to insure intelligent leadership and a genuinely democratic state, we must preserve humanistic studies in our educational system. If we destroy the humanities and seek to make of our public schools merely technological training centers, we shall be definitely on the way toward creating the kind of society envisioned by the Nazis.

## RELIGION IN RUSSIA<sup>1</sup>

By SIR BERNARD PARES

The story of the Communist attack on religion seems to me a very simple one. But to understand any Russian problem one has to know the country—its real values and particularly its hidden values.

Here, to start with, is one fact which explains more than perhaps anything else in this story. M. Paléologue, witty and courtly ambassador of the French Republic to the last Tsar, states in his diary: "This people is more religious than its Church." The observation is true, but not because Russians are ignorant or superstitious; it applies not only to the masses but also to the best Russian minds. Hardly any really intelligent person can fail to recognize this even as he enters the country. I remember the words of Harold Williams, our greatest Russian scholar: "Don't you feel when you are leaving Russia as if something were being taken out of you?" All native Russian philosophy has always been idealistic. Of itself, without any special pleading, it arrived at the recognition of the unseen world, of the guiding Deity. When I was translating an article on Lopatin, one of the best Russian philosophers, I remember how a great and loved teacher of mine stood by and listened. As Lopatin's argument reached the conclusion just indicated, my friend commented: "A spirit such as that could dwell in no meaner shrine." It was within the people of all classes, not within the formal Church, that the spirit of religion dwelt.

In no country did the great German philosophers from Kant to Hegel leave a greater impression than on the educated élite in Russia; but no sooner did a German idea, perhaps quite secular in its origin, take root in Russia than it at once took on a religious character. Of course, this happened among the native Slavophiles, men of enlightened, conservative, and patriotic thought. The

<sup>1</sup> Reprinted through the courtesy of *Foreign Affairs* (Vol. 21, No. 4, July, 1943.)

leader of the school, Kireyevsky, was at one time a pupil of Hegel. But even the westernizers like Belinsky could only preach atheism in the language of religion—"the cowl has been placed on our heads." The same thing occurred in the case of Marxsm. And the giants of Russian literature, Turgenev, Tolstoy, and Dostoyevsky (especially the last two, who were the most characteristically Russian), were all permeated with religion and had their chosen spiritual advisers in one or other of the great monasteries. Dostoyevsky, in particular, who is far the best interpreter of the mysteries of Russian thought, speaks of his beloved Russia as the Christopher or Christ-bearer, who always carries Christ with him. He is speaking of the Russian peasant and it would be crass ignorance to count this all off as superstition, as has been done by so many foreign visitors and as indeed was fashionable even before the Revolution among some Russian intellectuals, who regarded religion as something entirely out-of-date.

But in the upper levels of the church hierarchy religion had come near to exchanging the substance for a distorted formalism. In the earlier great period of unrest in Russia, the "Time of Troubles" at the turn of the sixteenth century, there was for a while no Tsar. But there was still an independent Head of the Church, the Patriarch, and it was the Church, more than any other leadership, that brought the country back to health and order. The third ruler of the new dynasty of the Romanovs, Peter the Great, resented any rival authority and let the Patriarchate lapse. He put the Church under a civil official whom he significantly described as "the Tsar's eye." From that time the independence of the Church was gone. By the time of the Revolution, the official church had become something very like an extra police ministry. Priests were expected to report the words of their parishioners to the police, some had to send in their sermons for censorship, and two of my own friends among them were actually unfrocked—one for mildly liberal opinions, and the other for speaking against capital punishment which—it must be remembered—was only retained for military offenses or for those who challenged the authority of the government.<sup>1</sup>

<sup>1</sup> Ordinary murderers were not executed.

It is this debasement of the official church which alone can explain the medieval caricature of the last two years of the Monarchy. Then, as is shown by the most clearly documented evidence, the principal appointments in the Church were dictated by the lewd Rasputin, whom the distraught Empress regarded as the savior of the life of her sick child and as infallible. It is the established fact that Rasputin, who was meanwhile making a public scandal of himself at the most notorious places of entertainment, so bad that even the police reports are unprintable, was able to appoint a political adventurer, Pitirim, to the highest post in the Russian Church. We have the amazing record of the offer of a very large sum of money to him by the Prime Minister A. F. Trepov on condition that he should cease to interfere in political affairs but might do what he liked with the Church. Rasputin refused the offer and it was not he but Trepov who was dismissed. Then, and not now, was the time when religion was in real danger in Russia.

The real Church—that is, the community of Orthodox believers—hated all this far more than the outside public. In 1905, simultaneously with the great liberal movement which took shape in the creation of the Duma, the Church, through its clergy and laity, demanded the calling of a church council to give it a new congregational basis and the restoration of the Patriarchate as the symbol of its freedom. The Tsar nearly gave way. Rasputin advised against any change. Directly after the fall of the Monarchy, this great movement went through of itself. The Church Council was called, and the Patriarchate was restored. The head of the government, who was present to give the sanction of the State, was the labor leader, Alexander Kerensky.

I possess the legislation which, after the fall of the Tsar, the government of Kerensky prepared to propose to the impending Constituent Assembly. It included toleration and even support of all religious bodies, with the recognition that Russian Orthodoxy was the Mother Church of Russia.

## II

The general chaos which followed the fall of Tsardom was only ended by the seizure of power by the Communists in November,

1917. They were mostly emigrants returned from Europe. One of their mottoes was the superficial statement of Marx: "Religion is dope for the masses." Yes, it had been used in that very way; but anyone who thought that this phrase exhausted the subject could only be without any understanding of religion, and above all of what religion meant to the Russian. I have often asked Soviet friends: "Is it not quite clear that Jesus Christ was what you call a proletarian?" and they find it impossible to deny it. They then insist that religion had become perverted. But why challenge the reality as if it were the perversion? In Russia, the attempt to stamp out the religious feeling was from the first doomed to failure.

The new dictators nationalized all church buildings, funds, and property, but they did the same all round. The church buildings could be leased back to parish communities for worship, but they could be alienated again by a majority of the inhabitants of a community on a show of hands. (The ballot had now been abolished.) There were about a thousand priests and as many as forty bishops who perished by violence in the Civil War; but after the initial hysteria official interference with the performance of worship was not attempted. The constitution declared freedom of conscience and of religious and anti-religious propaganda. The vital threat was a law forbidding religious instruction to persons under eighteen in groups of more than four. The intention was to cut off religion at the source, allowing it to die out with the old believers. The direct attack was on ministers of all religions, who were thereby called upon to betray their ordination vows and to abstain from instructing the young; it is surprising that clerical sympathizers abroad have never understood this.

This direct threat was manfully resisted, and in the spring of 1923 two trials were prepared. That year the Western Easter preceded the Eastern by one week, and this was utilized to test public response to persecution of the clergy. In the Western Easter Week, with deliberate imitations of the Passion, foreign priests—Polish Catholics—were put on trial. A précis of the trial, which was often verbatim, was taken by my friend, Captain Francis McCullagh, an Irish Catholic and one of the most famous of prewar correspondents in Russia. At one point, the public

prosecutor actually set the code of Soviet laws against the Bible and quoted: "We have a law and by that law you have to die." The refusal of the Catholic priests was magnificent and unanimous: they would continue teaching the young as before. The Catholic Archbishop Cieplak was condemned to death. When he heard the sentence, he stood forward and gave the blessing: many of those in court fell on their knees, and McCullagh succeeded in sketching the scene. The Archbishop's principal lieutenant, Monsignor Budkiewicz, was actually martyred—I believe on Good Friday. McCullagh got the whole of his account out of Russia, and there was such a storm of indignation all over Europe and America that the Russian Patriarch, Tikhon, who was to have come before the court in the succeeding Orthodox Easter Week, was set free without trial. The Soviet Government feared for its recently concluded trade agreements. This was the end of the frontal attack, which has never been repeated in the same form. The Patriarch was everywhere welcomed by crowds of devoted believers, but he was a broken man.

Up to 1928-29, the atheist attack was waged by arguments which could carry little conviction: for instance, the holy communion spread infection, the holy communion encouraged drunkenness, there was nothing left in the world to explain, the machine had superseded God. The silliest was the evidence of two airmen who said they had gone up to heaven and could not find God. There was much indirect harassing of believers and especially of priests. In 1928, the Minister of Education, Lunacharsky, who led this attack, made the fatal admission: "Religion is like a nail; the harder you hit it, the deeper it goes into the wood." Any thinking peasant could have told him this in advance.

More desperate measures, though not in the domain of force, were now attempted. The words "Religious and" were now deleted from the provision in the constitution to which I have referred, thus leaving only freedom of anti-religious propaganda. School-teaching, instead of being nonreligious, was made anti-religious. This was a fatal mistake. You cannot teach a negation. The attempt to do so in Russia stimulated the very force which it sought to explain away. I have heard it tried, and seen it fail obviously to satisfy even the teacher himself. There were



anti-religious museums to which school-children were taken to implant a contempt for religion. In the end this phase passed from anti-religious propaganda to the safer ground of emphasis on scandalous pages in the history of all the churches.

Meanwhile, by a complicated omnibus law, built up on various local ordinances, the Church—which had energetically set itself to carry out some of the excellent social legislation of the government—was debarred from all activities except the performance of worship. Priests were forbidden to live in the towns and had to come in for their work. Many were arrested on the charge of hoarding, because they were inevitably found in charge of the offertories, by which alone the church buildings could be leased. Other expedients were adopted to cut off the priest from his parish and many priests became travelling missionaries, carrying on their work in the same conditions and with the same support as the first ministers of Christianity. There was plenty of courage. Where the attack came home with most effect was in the matter of training, which had become almost impossible. And another heavy blow was given to church organization by the removal of bishops or by obstacles put in the way of any regular visits to their dioceses.

I am quite convinced that the attack on the Church has driven religion back to the individual conscience. In the Orthodox communities, with the closing of the Church, the icons or religious pictures turn every cottage into a chapel, and it is seldom that one does not find them there. The trend of religion in Russia is toward simple Bible Christianity. At the outset of the Soviet period, the nonconformists, themselves persecuted by the Orthodox Church under the Tsars, were left unmolested. They suffered in turn. And were likewise strengthened. The Baptists, for example, now harassed like the rest, have made numbers of conversions which have attracted the alarm of the official press. One read also in their own literature the achievements of various missionaries who could never give their real names or indicate the scene of their labors. In a recent census which, among other statistics, took those of religious belief, so many confessed boldly to it that the figures were never published. I have been informed that there were many others who evaded the question but held as firmly as before to their religion.

More successful were indirect measures, such as the establishment in the towns of a six-day week, which practically eliminated Sunday, and the conversion of village churches, by open vote, to other purposes. As the labor laws threatened everyone with the loss of food and lodging for a day's nonattendance at work, the six-day week was a serious blow, for only once in six weeks did the official rest day correspond with Sunday.

Since 1929, the government has relied on a semi-official body called the "Union of the Godless." Its President, E. Yaroslavsky, a highly intelligent man, has been described as a religious atheist who still hopes to carry his cause by conviction. I possess his instructions of 1937 to his followers and they prove his complete failure. He tells them that his organizations "have fallen to pieces," that there is only the most languid interest in the attack, that the churches are more active than ever, that there is an organized nucleus of something approaching a million Christians in the country, that religion has as much influence among the young as among the old (and this is best shown by the congregations on the great feast days), and that, in spite of everything, one-third of the town population and two-thirds of the country population (which is, of course, much more numerous) are still believers. This implies that something like half of the Red Army falls into this category.

### III

There is one interesting development which Yaroslavsky, honest as he is, does not mention. Under the common pressure, the bitterness between rival forms of belief disappeared altogether. Orthodox and Jews supported each other in the difficult task of keeping open their places of worship. Baptists contributed to the upkeep of Orthodox parishes. As in the old days with liberal and revolutionary thought, the prison became a common meeting-house of fellowship and sympathy for the religious minded, and on their release the ministers of one religion would be visited and congratulated by those of another. It was inevitable too—in such a country as Russia, where sympathy with the suffering and oppressed has always been a primary instinct—that the hardships

suffered by the priests should have banished the last traces of any class barriers that separated them from the laity. In country parishes they found a solid support in the peasantry, which served to carry them through the worst of their troubles. The humorlessness of the government propagandists was a repetition of an error which, in the old days, was often made by the educated—whether governors, generals, or revolutionary propagandists—who all alike would spoon-feed the peasants as if they had no minds of their own, and often came in for rude surprises.

On the other side, Marxism itself, though acknowledging no foundation but sheer materialism, in Russia inevitably, like any other form of belief, became an idealism. After all, as has been recognized by the acutest of all its critics—once a Communist leader and now a Professor of Dogmatic Theology, Professor Sergius Bulgakov, the Marxist objective was the happiness of all—the poor, the maimed, the oppressed, the weak, the very old, the very young, the weaker sex—in other words, what we should describe as the Kingdom of God on earth, and the really great things that have been achieved in these directions are the finest part of the Soviet record. Does not God see all this, the critic asks, and will He hold to shame this will to a better world? Young Communists themselves felt the void in which their materialist creed had left them. They have set themselves the sternest standards in ethics, but this could not fill the gap. In the end it becomes like a contest between two creeds which cannot see how alike they are: "Saul, Saul, why persecutest thou me?" The view of Communism now accepted everywhere in Russia is that it is an ideal not yet attained and far-off; and that is how we all regard Christianity. Communism no longer means to Russians anything connected with the first blood-stained years of the Revolution; it is the ideal, to be realized fully in the future, of complete and absolute devotion to the community. The guerrilla fighter shows it when he dashes in on the German tanks with his hand grenade regardless of any thought of escape. The Russian airman shows it, if he finds his wings on fire, when he automatically dives for any neighboring German munition dump, and blows it up and himself with it. This devotion is to be found in many other countries in the present struggle: we were proud of its presence under the blitz in London.

One of the most sympathetic accounts of the courage and devotion of the travelling church missionaries of today comes from the pen of Yaroslavsky himself. And from a sturdy priest comes the most understanding appreciation of the moral value of the Communist training in a boy of 10 or 12, ending with the words: "Lord, what a good child of our Mother the Church might be made of him!"

Can I describe the conquering appeal of the great church festivals? The deep church bells, with their moving tone, the reminder that one was among the great family of Mother Russia, are now no longer there. But the roads are thronged with a mass of silent, reverent worshippers, whole families going to the great act of loyalty under fire. All have that set face which one recognizes everywhere as the hallmark of the new breed in Russia. There is only room for half of them indoors, and the rest will wait a full two hours in the wintery weather till the priests are ready for the second service. Even so, the big church is so crowded—all standing—that it is only with great difficulty that one can make one's way through to find a place. The deacons can only just get through to collect the generous alms for the poor; by our standards all there are poor. High up in the middle sit the twenty "church-wardens," a target for all eyes and for every threat, the stalwart leaders who keep the church still open. The heartsearching Russian church music is wonderfully full and beautiful, for the choir has been reinforced from churches which have been closed. Candles are reverently lit to be passed from hand to hand till they are placed before a favorite icon or religious painting. Constantly the close throng has to part to let through individuals or even whole families who, while the church is under challenge, will not leave the building till they have given their pledge of loyalty by kissing the cross. At the end, we make our way out to the street where the crowd is patiently waiting.

#### IV

No sooner had Stalin defeated Trotsky and expelled him finally from the country than he switched all the main forces of the new Russia from the wild-goose chase after world revolution to the practical task of raising the level of well-being in his own country

and making it defensible—of which we see the most impressive proofs in the present war. As soon as the author of *Mein Kampf*, with its plain-spoken challenge of invasion of Russia, became the absolute ruler of Germany, Stalin set about rallying his forces of defense. Within definite restrictions, he made striking concessions to the instinct of property in the peasant and workman, and he entirely restored the family to its old position of honor. Divorce, which had earlier been allowed almost without formality, now became subject to a progressive tax! Abortion, formerly indulged, now became a grave penal offense. No wonder that Trotsky, who is still the high priest of many of the Communists outside Russia—whether or not they admit it consciously—wrote in *The Revolution Betrayed* (meaning betrayed by Stalin): “The fifth Commandment has returned in Russia, and also the seventh, though so far without any actual reference to God.”

He was right. I have never expected the flag of atheism to be pulled down. But I have always felt sure that religion, as I understand it, was winning through. One could also be sure that any improvement in Russian relations with Britain and America would bring easier times for the Christians in Russia. The persecutions were a quite unnecessary sideline of the Marxian dogma. Yaroslavsky had himself exposed their failure. Stalin, though Yaroslavsky was the friend of his youth, had too much sense to follow his fanaticism, and since 1936 significant changes have taken place. Even before then priests regained the vote, and Yaroslavsky himself wrote approval of this. Christian belief no longer debars from posts in Church and State. Icons can be manufactured and sold, and plenty of cottages seem to want one. The famous Iberian chapel over which was once placed the Marxian motto “Religion is dope for the masses” has been reopened. Polish priests, and apparently even Russian priests, could hold their service in the front line; some are serving in the Russian guerrillas. *The Godless* had to publish an article by one of Stalin’s publicists stating that Sunday must be restored because that is the wish of the majority of the people. And *The Godless* has since been discontinued “in view of shortage of paper.”

In my view, we have no need to be anxious for the future of religion in Russia and certainly not for the effects of our present

close partnership with her on the lot of Russian Christians. There are, of course, many changes in the practice of religion in Russia and there will be more. The years of trial have put far more responsibility on the individual conscience, as we have noted. With the out-of-date trappings of the old régime has disappeared that reign of sheer compulsion by which the many and diverse live currents of Russian religious thought were suppressed under a kind of tombstone of official uniformity. These varieties will come out into the open air, which is just what ought to happen. But Russia, in my opinion, has remained the most religious country in Europe. "Sometimes," said the acute critic to whom I have referred earlier, "it falls to one or other branches of the Church of Christ to stand in the front line; that honor has fallen to the Church of Russia, and in our harassed churches you will find a fervor of devotion which I should be happy to see in the churches of Western Europe."

The attack on religion was, from the first, the weakest link in the general Communist offensive. Of this the latest incident in the story is peculiarly significant. A Russian book has recently reached America in a shipment of a thousand copies. Since publishing is a Soviet monopoly, it could only have appeared with the permission and the active cooperation of the State. It is a deluxe edition, with copious illustrations, written by the official heads of the Russian Church and designed to show that in the Soviet Union religion is alive and is tolerated. To those who have followed the story throughout, this implies that the Soviet Government fully realizes that the attack on religion has been a direct preventive of good-will in the countries of its Allies, and desires to reassure us on that point for the future. Whatever the importance to be attached to the statements contained in this book, that is the purpose of its publication. Those who have regarded the Soviet hostility to religion as one of the chief impediments to better relations between Russia and the world beyond her borders have at last been fully justified. Though we cannot forecast the future, we have every reason to say that the attempt to extirpate faith from the Russian spirit has failed, and that this failure has been recognized in Russia.



## LET'S GRADE THE PROFESSORS

By EDWARD C. McDONAGH

Southern Illinois Normal University

Among the few principles acceptable to most colleges and their various departments and professors is the grading of students. Since the consensus favoring this practice is so conspicuous, it is extraordinary that it has not been extended to encompass professors as well as students, inasmuch as most of the arguments offered in defense of grading students apply equally well to the grading of teachers.

A glance at a few of the common reasons set forth in support of the grading system reveals that social fraternity presidents claim marks motivate their pledges to work hard, academicians purport that grades disclose the professor's success or failure as a teacher, registrars believe that these symbols can be relied upon to designate the scholar for a variety of college honors of venerable Greek and Latin vintage, and college deans point out that marks are objective indicators revealing the need for student guidance. Even the most cursory synaptical reflections point to the conclusion that the foregoing defenses of the marking system are mutually applicable to the teaching as well as the learning situation. Since the practice is so widespread and garlanded in tradition, let us assume that there is justification for the grading system and see how educators might benefit if it were extended in their behalf.

It is suggested that every professor should be graded by his students in much the same manner he grades them. Criteria would have to be kept in mind as to what constitutes good teaching, and some of the following items are mentioned: method of presenting the course, organization of class materials, sense of humor, fairness, etc. Other criteria might be added according to the needs of specific courses. Upon completion of the course each student would turn in his evaluation of the professor's



teaching to the registrar's office. It would be the duty of the registrar to strike an average from all the grades turned in by the students of a particular course. This average grade would then become the teaching mark of the professor. In short, Professor Smith might receive a grade of "C" for teaching Social Psychology and an "A" for his course in the Family. It would be imperative to have the grades turned in at such a time and in such a way that neither professor nor student could be influenced by each other's evaluation or "apple-polishing"!

We turn now to a brief contemplation of some of the probable outcomes of the idea pointed out in this article. That popular song title of a few years ago, "There'll Be Some Changes Made," might become the theme of the graded professors. Perhaps the first change which such a system would usher in would be an improved quality of teaching. The professor, conscious of the students' opportunity and duty to evaluate his teaching, would attempt to maintain a high quality of professional services. At present, college students evaluate the work of the teacher in indirect and innocuous ways, showing disapproval of a professor's work by avoiding his classes and communicating unfavorable attitudes to fellow students. Such a practice, based upon prejudice and the particularistic error, might be unfair to professor and prospective student alike. A course condemned by one student might prove extremely valuable to another. On the other hand, a published list of the professor's record would reveal the median thought of all his students and prospective students would be able to select their courses with more direction and meaning in terms of their own needs than under the present system.

Another value of the grading system applied to professors is that it would serve as a valuable looking-glass for the instructor. He would be able to understand why the students do or do not appreciate the caliber of his work. The mirror of student opinion expressed objectively through the media of grades would tend to make him conscious of an ever-critical eye and would urge him toward higher standards of teaching. He would be particularly aware of his teaching methods and organization of classroom materials, and would be more responsive to the needs and

interests of the personalities whose thought he is helping to shape. For some professors this would be a new and stimulating experience. Regardless of one's philosophy of education, it is agreed by all that the students are the primary concern of education and that their best interests should be considered of paramount importance. This fact is irrefutable even though it may be necessary to defy some of our existing campus taboos to achieve the end.

To some extent the evaluation of the professor's work would exalt teaching to its proper place in the services of the college. In many of our great universities teaching is considered only an incidental duty, even though teaching is stipulated in the contract of the professor as the thing he is hired to do. A contract stipulating the following academic tasks: committee work, writing of texts, publishing of articles and book reviews, and public lecturing before the audiences of the Rotary and Lions clubs, rarely appears. Yet, on some campuses, professors are rated by administrative officers in terms of how much they produce in print. This production is measured often in terms of how many lines a professor publishes each year, and in a few institutions each teacher's publishing program is graphed and it is possible to measure the amount of thinking Professor Jones has done in print. If this type of work may be measured objectively, why not teaching? If writing is the main job of the professor, then we should hire professional writers, as one of my colleagues has already suggested. It is a rare person who can be a good teacher and writer at the same time. For the average professor an active writing program means that the quality of his teaching must suffer, since he lacks the energy and time to prepare adequately for his lectures. Social psychologists inform us that the main reason most professors write articles is for professional recognition and status. The grading of professors would place teaching in an important achievement category and would afford recognition and status to the deserving instructor. The constant vigilance of students would tend to stimulate the professor to do a good job of the work he is paid to do, namely, teaching. Teaching is too important a service to let slide and too many of our instructors are ready to drop class schedules or come to class

with little preparation because they are sidetracked by all kinds of academic trivia.

The grading of university professors by students would make for more objectivity regarding those teachers who ought to be raised in academic rank and salary. At the present time too much importance is placed on what amounts to nothing more than campus "busy work." Studies of academic capillarity indicate that often the "busy worker," "social climber," and "rumor circulator" climb the academic ladder faster than the scholar and teacher. All this is not so surprising when it is remembered that the busy worker and big committee man spend much time in making useful "contacts." If such teachers are ambitious they manage to gain the confidence of those persons on the campus who are influential in deciding who shall be raised in rank, which usually means a simultaneous raise in salary as well. Thus the busybody gains academically, financially, and socially without contributing greatly to the betterment of his college or his students. If the professor's status depended at least in part on student evaluation it would be very difficult for the "C" or "D" teacher to climb the academic ranks even though he were a first-class "busy worker" and campus politician. Teaching is a noble calling and should be considered at least one of the important factors in the evaluation of a professor's services to the college.

In summary, if students were given a hand in extending the grading system it would make for classroom democracy. Democracy is such a splendid way of life that it ought to be incorporated in as many situations as possible. From a sociological standpoint it would be hard to find a social institution in which there is so little democracy as in our universities, where the case for democracy is so good. College entrance requirements are stringent enough to eliminate most incompetents. College youth represent a select group, and studies indicate that the intelligence of the college student is probably higher than that of the average voter. Hence, it is not inconceivable that he would be wholly competent to grade his professors.

## ASSOCIATION DINNER MEETING

Washington, D. C. April 14, 1944

A dinner meeting for members of the American Association of University Professors in Washington, D. C., and at nearby institutions will be held on Friday evening, April 14, in connection with the meeting of the Council of the Association on April 14 and 15.

The principal speakers on the program will be Professor W. T. Laprade of Duke University, the Association's retiring President, and Professor Quincy Wright of the University of Chicago, the Association's President-elect. Following the addresses there will be an open forum discussion of Association affairs.

The dinner will be held at 7:00 P. M. in the Georgian Room of the Sheraton Hotel at 15th and L Streets, N. W. The price of the dinner is \$2.00. Dinner tickets should be secured by April 11 from the central office of the Association at 1155 16th Street, N. W., Washington 6, D. C. Reservations are limited to 125.

Chapter secretaries are urged to communicate with their institutional colleagues who may now be in Washington and to inform them of the April 14 dinner.

## OLD AND NEW UNIVERSITIES

By H. C. DENT

There are today twelve universities in England and Wales, four ancient universities in Scotland, and one ancient and two modern universities in Ireland. Until just over 100 years ago there were two English universities only—Oxford and Cambridge—and university education was, in the words of Bruce Truscot's recently published book *Redbrick University*, "a prerogative of the more or less well-to-do, and a discreetly respected preserve of the Church of England." By 1939, of about 50,000 students (men and women), approximately half were in receipt of financial aid, either from scholarships or public funds (or both), and denominational or religious discrimination of any sort was nonexistent.

But the social distinction between the old and the new universities persisted. Oxford and Cambridge, with long centuries of tradition behind them, and each with, as Truscot writes, "its distinctive architectural glories and academic treasures . . . its highly individual conceptions, traditions, and methods of education," enjoyed (and still enjoy) a prestige higher than that of any other English university. (Oxford dates from the late 12th century, Cambridge from the early 13th. Consequently, it is always "Oxford and Cambridge," never "Cambridge and Oxford.")

The largest university in Britain is London, which in more than one respect is unique. It began with the foundation in 1828-29 of University College and King's College, became a university in 1836, and has since absorbed over 60 more colleges, institutes, hospitals, and schools. In addition to having a large number—about 13,000—of internal students, it examines and grants degrees every year to thousands of external students drawn from every part of the British Empire. Many of these students never see the university of which they become graduates, and none need ever enter its doors.

Durham University, founded in 1832, also has unique features.

Like Oxford and Cambridge, it is a collegiate university embracing eight colleges, and it is an Anglican foundation still closely connected with the Church of England, two of the Chairs of the Durham Division being associated with canonries in Durham Cathedral. For these reasons it ranks second in prestige to Oxford and Cambridge. Its other division is King's College of Newcastle, which comprises a medical school.

The other English universities have all attained university rank during the present century. They are Birmingham (1900), Manchester, Liverpool, Leeds (1903-04) (previously constituent colleges of the Victoria University of Manchester, founded 1880), Sheffield (1905), Bristol (1909), and Reading (1926). The federal University of Wales was created in 1893 by the union of the colleges of Aberystwyth, Cardiff, and Bangor, to which was added in 1920 the university college of Swansea. Later, the Welsh National School of Medicine at Cardiff was founded.

There are also in England five university colleges, situated at Southampton, Exeter, Nottingham, Hull, and Leicester. These provide teaching up to degree standard, but they have not the right to grant degrees. They prepare their students in the main for the external degrees of London University.

The universities receive annual grants from the Treasury, distributed on the recommendation of the University Grants Committee, amounting in total to over £2,000,000 a year. Though individual grants are assessed after consideration of each university's needs, no part of them is earmarked for a particular purpose. They are given as block grants-in-aid of the universities as centers of education and research, and are reviewed in normal times every five years.

The institutions enjoy complete and much-prized autonomy, and it has always been Government policy to avoid interference with them in the management of their own affairs. The members of the University Grants Committee are appointed by the Chancellor of the Exchequer, after consultation with the President of the Board of Education and the Secretary of State for Scotland.

The governance and organization of the English universities is varied and, except in the cases of Oxford and Cambridge, exceedingly complicated. At Oxford, the government is carried on by



Congregation (composed of Doctors and Masters in residence), largely through its executive committee, called the Hebdomadal Council; at Cambridge, the corresponding bodies are the Senate and the Council of the Senate. The provincial universities in England have Court, Council, Senate, and Boards of Faculties—a hierarchy which in some opinions is hardly conducive to expeditious conduct of business. But the real executive power is in the hands of the Councils, the Courts being very large bodies which meet but seldom. In Scotland, executive power rests with the University Courts, which are small bodies; there are no Councils.

In organization, the fundamental difference between the old and the new universities is that the former are organized on the college system, the latter on the faculty system. This difference strikes very deep, far more so than would appear at first glance. At Oxford or Cambridge one belongs not only to a university, but also to a college—a corporate body almost as independent as the university itself and certainly as proud of its individuality, its traditions, and its history.

There is nothing to compare with this elsewhere. The modern universities are in the main nonresidential though all have hostels or halls of residence and would like more. But it is not simply a matter of residence; it is a matter of atmosphere and attitude—in the case of Oxford and Cambridge matured over long centuries.

Every university tends to have its own speciality, though in some cases more pronounced than in others. Oxford is the fountain head of the Humanities, Cambridge of Pure Science. Theology at Durham, Technology at Leeds, Agriculture at Reading, are other examples. Intellectual standards are high and are rigorously maintained; at its best, English university scholarship is unsurpassed.

The war has brought great changes to all the universities, the ultimate significance of which cannot yet be foretold. Large numbers of the staffs have been temporarily transferred to other work of national importance. The Arts courses have from the beginning of the present academic year virtually been abolished for men and continue only in truncated form for women. Students of science, technology, medicine, and other subjects directly contributory to the war effort abound, but their studies are condi-



tioned by the exigencies of war. Large numbers of short courses (six months as a rule) have been established for members of H. M. Forces. The social life which was so prominent and valuable a feature of residence at Oxford and Cambridge continues under difficulties.

But this inevitable period of diversion from their proper purpose, deplorable though some of its effects must be, has at least given opportunity for objective thought about the function of the universities in the future. Every aspect of their organization and life is today being scrutinized, and there is no doubt that the years to come will see striking reforms effected. Above all, it should become certain that no one capable of profiting from a university education will be denied it for lack of means.

## THOUGHTS ON THE DOCTORATE

By A. M. WITHERS

Concord College

The title "Doctor," as all know, is one of various designation, running the gamut from university bigwigs to veterinarians and small-town druggists. Common and equivocal term though it is, however, it represents an earthly hope which energetic young college men and women have set their hearts upon.

Nor does this hope when realized turn to ashes, for the reason that the Ph.D. has immediate and far-reaching value of social as well as economic nature for its possessors. Our national fondness for the tinsel of titles is not restricted to heiresses, and while many of the students of a college may err in their knowledge of *Who's Who* the college paper and the society columns of the local communities never do. There are always sensitized busybodies to attend to these matters of detail.

The idea that social cleavage must disappear is, indeed, we need hardly say, a quite unnecessary excrescence on the conception of life in a republic, and exists only in the imaginations of certain aggressive types of individuals who themselves never basked or could bask in society's sunlight. Is it not enough to have, in theory at least, equality before the law, freedom of speech and the press, government through popularly elected representatives? Living in a republic, as logically understood, does not suppose alteration of the fundamentals of human nature. Coalescing of the social strata would take us not only to but beyond communism.

There are those who affirm that, after the strivings necessary to win the doctorate were safely past, they promptly forgot this honor as they went on to activities subsequently more important.

The comment on such a remark is simply that possessors of the Ph.D. do not forget it. A man may conceivably lose sight and memory of his love affairs, but hardly of his Doctor's degree. And why forget it? Does it not represent one of life's most lu-

minous mileposts, beyond which there are no more examinations? It is indeed a curious notion that it is somehow meritorious to declare by precept and example that we disdain the title the degree confers. An attitude of careless indifference is certain to appear a deliberate pose, and may well prove cruel toward hard-working aspirants who may be in nothing inferior to their degree-holding colleagues, only less lucky, or less favored by opportunity. It is kinder to them not to dull their conception of the heroic nature of their quest. Disparaging the formal value and dignity of the degree after we have won it is ungenerous, to say the least, to those who pay us the compliment of following in the path which our own footsteps have trod.

In a certain southern university it was the fashion, in calling the roll of the faculty, to sound the titles of the Ph.D. members (unless, *mirabile dictu*, the holder were a woman), and the practice seemed destined to immortal life. But there came a day when the roll began to be called with every man a flat "Mister;" and this was immediately after one of the lower orders had brought home a degree. The new-born Doctor felt much aggrieved, and rightly.

It is obvious that without the steady application of the title much of its value is lost for the individual. This is especially true in communities of the "Hinterland" and elsewhere except in the largest centers. A friend once asserted as a cardinal motive for his desire of the Ph.D. that he did not want people to continue calling him "that d—n fool, Findlay." Such is assuredly not one of the loftiest reasons for working for the doctorate, but it is a fair one nevertheless and should not be rendered null and void by any real or simulated contempt for the public and private use of the title of "Doctor."

In some graduate schools it has been sought to discourage the pursuit of the doctorate as a necessity for academic success in material or positional sense, and coincidently to combat the conception of the Master's degree as a stepping stone to the doctorate. The laudable but impracticable scheme obtained vogue in these schools of stretching the requirements of the M.A. to cover the larger necessities of teaching, while reserving the doctorate for persons with marked inclinations for research. Efforts were made to surround the Master's degree in certain of their departments

with more than usual of sound scholarship and the trappings of dignity. At least two years of graduate work and a thesis were required. The Master's degree should be primarily a teacher's degree, the Doctor's one for research with possible incidental teaching. The distinction is somewhat hard to make. Perhaps, indeed, in the presence of so many human intangibles, it is impossible. Who knows what capacities for research the supposed teacher-specialist may engender if his energies are properly harnessed? The person congenitally unfit for research is by the same token unfit to develop into a fine grade of teacher, common sense being the common denominator of both teaching and research, activities which, in fact, for the best results proceed side by side.

I am not sure that it has ever been the avowed policy of all the departments of any university thus to enlarge the exactions of the Master's degree in order to make it in a practical sense for teaching the near-equivalent of the Ph.D. Suffice it to say that the underlying idea of such a scheme represents the dreams of very many graduate professors who groan under the system of requisitions for "Doctors" by colleges less concerned with academic fundamentals than with the glory of their catalogues.

One cannot but feel sympathy for such graduate professors in this case, but it must be recognized that when they from their lofty heights essay to promote the theory that the Doctor's degree is not necessary for the plain teacher's happiness, urging that it has no value in itself, but only as it stands for personal growth and stimulation, they are disingenuously forgetting one important aspect of their own still-existent satisfaction in having it. All must admit, however much they may decry rigid insistence on the observance of the title, that it is much more dignified to have it than to be explaining why one does not have it, and pleasant to have the spectre out of the path before one, leaving the way clear for better, not to say more lucrative, accomplishments. Graduate professors may spare their efforts at highbrow persuasion of degree aspirants that the doctorate is, where mere name is considered, but an empty bubble, or at best suitable only for engraving upon tombstones. The young people in this case know better, and until such time as love of show dies out in American

hearts, the doctorate will continue to be sought after in large part as a bread and butter proposition.

Is the Ph.D. a reasonably accurate "yardstick" of ability? That depends, of course. From the point of view of difficulty in acquiring it, which is pertinent in such a connection, it should be noticed that this varies from institution to institution, in spite of all concerted efforts at inter-graduate-school orthodoxy and equalization and, also, human differences inevitably coming into account, from department to department within the same university. It varies also to some extent according to subject. Some of the older fields manifestly allow less scope for speculation and invention, and hold the seeker to the more rigid necessities of a "long" learning. I have heard a young professor of the relatively new subject of Geography express disdain of Ph.D. candidates who required more than a year in which to complete a dissertation. But in some other fields of study it is by no means usual to prepare such a work within a single turn of the seasons. In them a candidate competent but unluckily making no notable find in a much-worked vein may indeed not only use up several years in a trial and error atmosphere, but may even fail altogether to bring his struggles to a happy ending.

One of the most distressing eventualities that can occur to graduate students is to suffer violent shifts in the personnel of faculty guides. The prosperity that had filled their sails suddenly gives place to a most uncertain wind. In one extreme case all three of a student's propitious masters were by various strokes of Providence in quick succession removed. To make matters worse, the places of these older-style professors were taken by much younger men from afar, who had little sympathy for a dissertation which in the hands of another jury had long passed the acceptability stage. This is, as I have said, an exceptional case, but there must surely come to pass many similar ones of varying calamity-content for devoted aspirants for the doctorate.

I am convinced further, and have in the case of a certain university department had my conviction confirmed by its chairman, that it is often more difficult to secure the degree in a younger graduate institution than in an older one which automatically confers through long-established prestige a sort of refined distinc-

tion in the eyes of the world upon the holders of its degrees. The newer institutions, with the foundations of reputation still to be affirmed, and staffed in general by the relatively younger men, feeling their "oats," and guarding with extreme anxiety and jealousy their good name, are very apt to lean over backwards in the stiffness of their demands upon their outgoing products. They are fearful that the world and the older institutions will look askance at the latter, deeming them guilty of defects until they positively prove their innocence thereof, and so hold these to task to the last bitter minute, making them martyrs, as it were, to a special thought-complex. Often it may be actually an inferiority complex that raises its head, possibly shared by the candidate, which brings him under the subjective necessity of proving himself doubly and triply.

The foregoing are merely some of my personal reflections on the doctorate, offered for comparison with such meditations upon the subject as may come to the minds of thoughtful readers. I would only insist somewhat dogmatically that, while awaiting final agreement on how to make the academic machine behave with universal and even-handed propriety in the matter of quantity and quality of Doctor-production, it is ungracious in most environments not to render unto the Doctor of Philosophy his "Doctor" title.



## FEDERAL INCOME TAX—DECLARATIONS AND PAYMENT OF ESTIMATED TAX IN 1944<sup>1</sup>

The "Revenue Act of 1943"—which did not actually become effective until February 25, 1944—has had little fundamental effect upon the procedure to be followed by individual taxpayers in preparing and filing their declarations of estimated tax, and making their periodical payments, under the current tax payment plan. Normal tax and surtax rates are unchanged. Provisions for collection at the source have not been altered. Because the legislation was so much retarded, it has been necessary to postpone the date for the primary declarations and payment. The Commissioner of Internal Revenue announces that individuals whose income tax period is the calendar year are required to file their primary declarations and make their first payments on or before April 15, 1944. Subsequent payments by these individuals are required to be made on or before June 15, September 15, and December 15, amendments to or revisions of their primary declarations also being filed according to this time schedule.

When estimating their taxable income for 1944, individuals should bear in mind the following changes made in the income tax chapter of the Internal Revenue Code by the Revenue Act of 1943:

(1) Status for the purpose of determining personal exemption and credit for dependents is determined as of July 1 of the taxable year, and proration in case of change of status during the taxable year will no longer be permitted or required. Thus the birth of a child after July 1, 1944, and subsequent support of the child give the father no additional dependency credit until 1945.

(2) The earned income credit has been repealed.

(3) The rate of Victory Tax has been made a flat 3%, irrespective of family status. Incidentally, the new tax tables to be used in connection with returns on Form 1040A show one total tax,

<sup>1</sup> A detailed statement regarding income tax returns for 1943 was published in the December, 1943 issue of this *Bulletin* (pp. 688-704).

including Victory Tax as well as normal tax and surtax, and allow for dependency credits. This will simplify computation.

(4) Changes have been made with respect to permissible deductions. (a) Federal import duties and Federal excise and stamp taxes are no longer deductible as such. The most familiar illustration of the deductions thus lost is the tax on amounts paid for admission to theatres, athletic events, and the like. These duties, excises, and stamp taxes may still be deducted under sec. 23(a) in appropriate cases as expenses of business or of producing, collecting, etc., taxable income. (b) A special deduction for blind individuals has been added to the Internal Revenue Code as sec. 23(y). The amount of this deduction is \$500, the right to claim it is determined as of July 1 of the taxable year, and the criterion of blindness in this connection is "central visual acuity [which] does not exceed 20/200 in the better eye with correcting lenses, or . . . visual acuity . . . greater than 20/200 but . . . accompanied by a limitation in the fields of vision such that the widest diameter of the visual field subtends an angle no greater than 20 degrees."

Penalties in connection with estimated tax have been modified (the amendments appear as Internal Revenue Code, sec. 294(d)), and the modification with respect to substantial underestimate of estimated tax is important. The penalty for this error does not apply "to the taxable year in which the taxpayer makes a timely payment of estimated tax within or before each quarter (excluding, in case the taxable year begins in 1943, any quarter beginning prior to July 1, 1943) of such year . . . in an amount at least as great as though computed . . . on the basis of the taxpayer's status with respect to the personal exemption and credit for dependents on the date of the filing of the declaration for such taxable year ( . . . or in case the fifteenth day of the third month of the taxable year occurs after July 1, on July 1 of the taxable year) but otherwise on the basis of the facts shown on his return for the preceding taxable year." As indicated by the quotation itself, this amendment is retroactive to any taxable year beginning after December 31, 1942.

Another provision of the new Revenue Act which bears upon declarations of estimated tax, by affecting some cases in which

salary payments for past years have been tardily received during the current year, is added to the Internal Revenue Code as sec. 107(d). This provision is quoted in full:

(d) Back Pay.—

(1) In General.—If the amount of the back pay received or accrued by an individual during the taxable year exceeds 15 per centum of the gross income of the individual for such year, the part of the tax attributable to the inclusion of such back pay in gross income for the taxable year shall not be greater than the aggregate of the increases in the taxes which would have resulted from the inclusion of the respective portions of such back pay in gross income for the taxable years to which such portions are respectively attributable, as determined under the regulations prescribed by the Commissioner with the approval of the Secretary.

(2) Definition of Back Pay.—For the purposes of this subsection, "back pay" means (A) remuneration, including wages, salaries, retirement pay, and other similar compensation, which is received or accrued during the taxable year by an employee for services performed prior to the taxable year for his employer and which would have been paid prior to the taxable year except for the intervention of one of the following events: (i) bankruptcy or receivership of the employer; (ii) dispute as to the liability of the employer to pay such remuneration, which is determined after the commencement of court proceedings; (iii) if the employer is the United States, a State, a Territory, or any political subdivision thereof, or the District of Columbia, or any agency or instrumentality of any of the foregoing, lack of funds appropriated to pay such remuneration; or (iv) any other event determined to be similar in nature under regulations prescribed by the Commissioner with the approval of the Secretary; and (B) wages or salaries which are received or accrued during the taxable year by an employee for services performed prior to the taxable year for his employer and which constitute retroactive wage or salary increases ordered, recommended, or approved by any Federal or State agency, and made retroactive to any period prior to the taxable year; and (C) payments which are received or accrued during the taxable year as the result of an alleged violation by an employer of any State or Federal law relating to labor standards or practices, and which are determined under regulations prescribed by the Commissioner with the approval of the Secretary to be attributable to a prior taxable year. Amounts not includible in gross income under this chapter shall not constitute "back pay."

The amendment is retroactive, being effective with respect to taxable years beginning after December 31, 1940. Perhaps the most important question in connection with it is how the Commissioner will interpret "any other event determined to be similar in nature" in (iv).

*Harvard Law School*

J. M. MAGUIRE

## ACADEMIC FREEDOM AND TENURE

### STATEMENTS OF PRINCIPLES

EDITORIAL NOTE: In 1925 at a conference called by the American Council on Education, there was formulated a statement of principles concerning academic freedom and tenure. Participating in this conference were representatives of the American Association of University Professors, the American Association of University Women, the American Council on Education, the Association of American Colleges, the Association of American Universities, the Association of Governing Boards, the Association of Land-Grant Colleges, the Association of Urban Universities, and the National Association of State Universities. The statement of principles formulated and agreed upon in this conference, known as the 1925 Conference Statement on Academic Freedom and Tenure, was endorsed by the Association of American Colleges in 1925, by the American Association of University Professors in 1926, and was reaffirmed by the Association of American Colleges in 1935.

Since 1934 representatives of the American Association of University Professors and of the Association of American Colleges have met in joint conferences to consider the problems and the principles of academic freedom and tenure. At a conference in March, 1936, it was agreed that, in view of certain shortcomings in the 1925 Conference Statement, the two Associations should undertake the task of restating these principles. Pursuant to this agreement three joint conferences were held: on October 4, 1937, January 22, 1938, and October 17-18, 1938. In the October, 1938 conference a revised statement of principles was agreed upon. This revised statement was endorsed by the American Association of University Professors in December, 1938, and with several amendments by the Association of American Colleges in January, 1940. These amendments necessitated further consideration of the 1938 Statement by the representatives of the two Associations. At a joint conference held on November 7-8, 1940 a consensus was reached and the 1940 Statement of Principles was agreed upon. This statement of principles was endorsed by the Association of American Colleges on January 9, 1941, by the American Association of Teachers Colleges on February 22, 1941, and by the American Association of University Professors on December 28, 1941.

## 1925 Conference Statement

### *Academic Freedom*

(a) A university or college may not place any restraint upon the teacher's freedom in investigation, unless restriction upon the amount of time devoted to it becomes necessary in order to prevent undue interference with teaching duties.

(b) A university or college may not impose any limitation upon the teacher's freedom in the exposition of his own subject in the classroom or in addresses and publications outside the college, except in so far as the necessity of adapting instruction to the needs of immature students, or, in the case of institutions of a denominational or partisan character, specific stipulations in advance, fully understood and accepted by both parties, limit the scope and character of instruction.

(c) No teacher may claim as his right the privilege of discussing in his classroom controversial topics outside his own field of study. The teacher is morally bound not to take advantage of his position by introducing into the classroom provocative discussions of irrelevant subjects not within the field of his study.

(d) A university or college should recognize that the teacher in speaking and writing outside of the institution upon subjects beyond the scope of his own field of study is entitled to precisely the same freedom and is subject to the same responsibility as attach to all other citizens. If the extra-mural utterances of a teacher should be such as to raise grave doubts concerning his fitness for his position, the question should in all cases be submitted to an appropriate committee of the faculty of which he is a member. It should be clearly understood that an institution assumes no responsibility for views expressed by members of its staff; and teachers should, when necessary, take pains to make it clear that they are expressing only their personal opinions.

### *Academic Tenure*

(a) The precise terms and expectations of every appointment should be stated in writing and be in the possession of both college and teacher.

(b) Termination of a temporary or a short-term appointment



should always be possible at the expiration of the term by the mere act of giving timely notice of the desire to terminate. The decision to terminate should always be taken, however, in conference with the department concerned, and might well be subject to approval by a faculty or council committee or by the faculty or council. It is desirable that the question of appointments for the ensuing year be taken up as early as possible. Notice of the decision to terminate should be given in ample time to allow the teacher an opportunity to secure a new position. The extreme limit for such notice should not be less than three months before the expiration of the academic year. The teacher who proposes to withdraw should also give notice in ample time to enable the institution to make a new appointment.

(c) It is desirable that termination of a permanent or long-term appointment for cause should regularly require action by both a faculty committee and the governing board of the college. Exceptions to this rule may be necessary in cases of gross immorality or treason, when the facts are admitted. In such cases summary dismissal would naturally ensue. In cases where other offenses are charged, and in all cases where the facts are in dispute, the accused teacher should always have the opportunity to face his accusers and to be heard in his own defense by all bodies that pass judgment upon the case. In the trial of charges of professional incompetence the testimony of scholars in the same field, either from his own or from other institutions, should always be taken. Dismissal for other reasons than immorality or treason should not ordinarily take effect in less than a year from the time the decision is reached.

(d) Termination of permanent or long-term appointments because of financial exigencies should be sought only as a last resort, after every effort has been made to meet the need in other ways and to find for the teacher other employment in the institution. Situations which make drastic retrenchment of this sort necessary should preclude expansions of the staff at other points at the same time, except in extraordinary circumstances.

### 1940 Statement of Principles

The purpose of this statement is to promote public understanding and support of academic freedom and tenure and agreement upon procedures to assure them in colleges and universities. Institutions of higher education are conducted for the common good and not to further the interest of either the individual teacher<sup>1</sup> or the institution as a whole. The common good depends upon the free search for truth and its free exposition.

Academic freedom is essential to these purposes and applies to both teaching and research. Freedom in research is fundamental to the advancement of truth. Academic freedom in its teaching aspect is fundamental for the protection of the rights of the teacher in teaching and of the student to freedom in learning. It carries with it duties correlative with rights.

Tenure is a means to certain ends; specifically: (1) Freedom of teaching and research and of extra-mural activities, and (2) A sufficient degree of economic security to make the profession attractive to men and women of ability. Freedom and economic security, hence tenure, are indispensable to the success of an institution in fulfilling its obligations to its students and to society.

#### *Academic Freedom*

(a) The teacher is entitled to full freedom in research and in the publication of the results, subject to the adequate performance of his other academic duties; but research for pecuniary return should be based upon an understanding with the authorities of the institution.

(b) The teacher is entitled to freedom in the classroom in discussing his subject, but he should be careful not to introduce into his teaching controversial matter which has no relation to his subject. Limitations of academic freedom because of religious or other aims of the institution should be clearly stated in writing at the time of the appointment.

(c) The college or university teacher is a citizen, a member of a learned profession, and an officer of an educational institution. When he speaks or writes as a citizen, he should be free from insti-

<sup>1</sup> The word "teacher" as used in this document is understood to include the investigator who is attached to an academic institution without teaching duties.

tutional censorship or discipline, but his special position in the community imposes special obligations. As a man of learning and an educational officer, he should remember that the public may judge his profession and his institution by his utterances. Hence he should at all times be accurate, should exercise appropriate restraint, should show respect for the opinions of others, and should make every effort to indicate that he is not an institutional spokesman.

### *Academic Tenure*

(a) After the expiration of a probationary period teachers or investigators should have permanent or continuous tenure, and their services should be terminated only for adequate cause, except in the case of retirement for age, or under extraordinary circumstances because of financial exigencies.

In the interpretation of this principle it is understood that the following represents acceptable academic practice:

(1) The precise terms and conditions of every appointment should be stated in writing and be in the possession of both institution and teacher before the appointment is consummated.

(2) Beginning with appointment to the rank of full-time instructor or a higher rank, the probationary period should not exceed seven years, including within this period full-time service in all institutions of higher education; but subject to the proviso that when, after a term of probationary service of more than three years in one or more institutions, a teacher is called to another institution it may be agreed in writing that his new appointment is for a probationary period of not more than four years, even though thereby the person's total probationary period in the academic profession is extended beyond the normal maximum of seven years. Notices should be given at least one year prior to the expiration of the probationary period, if the teacher is not to be continued in service after the expiration of that period.

(3) During the probationary period a teacher should have the academic freedom that all other members of the faculty have.

(4) Termination for cause of a continuous appointment, or the dismissal for cause of a teacher previous to the expiration of a term appointment, should, if possible, be considered by both a faculty

committee and the governing board of the institution. In all cases where the facts are in dispute, the accused teacher should be informed before the hearing in writing of the charges against him and should have the opportunity to be heard in his own defense by all bodies that pass judgment upon his case. He should be permitted to have with him an adviser of his own choosing who may act as counsel. There should be a full stenographic record of the hearing available to the parties concerned. In the hearing of charges of incompetence the testimony should include that of teachers and other scholars, either from his own or from other institutions. Teachers on continuous appointment who are dismissed for reasons not involving moral turpitude should receive their salaries for at least a year from the date of notification of dismissal whether or not they are continued in their duties at the institution.

(5) Termination of a continuous appointment because of financial exigency should be demonstrably bona fide.

#### INTERPRETATIONS

At the conference of representatives of the American Association of University Professors and of the Association of American Colleges on November 7-8, 1940 the following interpretations of the 1940 Statement of Principles on Academic Freedom and Tenure were agreed upon:

1. That its operation should not be retroactive.
2. That all tenure claims of teachers appointed prior to the endorsement should be determined in accordance with the principles set forth in the 1925 Conference Statement on Academic Freedom and Tenure.
3. If the administration of a college or university feels that a teacher has not observed the admonitions of Paragraph (c) of the section on *Academic Freedom* and believes that the extra-mural utterances of the teacher have been such as to raise grave doubts concerning his fitness for his position, it may proceed to file charges under Paragraph (a) (4) of the section on *Academic Tenure*. In pressing such charges the administration should remember that teachers are citizens and should be accorded the freedom of citizens. In such cases the administration must assume full responsibility and the American Association of University Professors and the Association of American Colleges are free to make an investigation.

### Statement Concerning Resignations, 1929

The following statement was approved at the 1929 Annual Meeting of the American Association of University Professors:

Any provision in regard to notification of resignation by a college teacher will naturally depend on the conditions of tenure in the institution. If a college asserts and exercises the right to dismiss, promote, or change salary at short notice, or exercises the discretion implied by annual contracts, it must expect that members of its staff will feel under no obligations beyond the legal requirements of their contracts. If, on the other hand, the institution undertakes to comply with the tenure specifications approved by the Association of American Colleges, it would seem appropriate for the members of the staff to act in accordance with the following provision:

1. Notification of resignation by a college teacher ought, in general, to be early enough to obviate serious embarrassment to the institution, the length of time necessarily varying with the circumstances of his particular case.

2. Subject to this general principle it would seem appropriate that a professor or an associate professor should ordinarily give not less than four months' notice and an assistant professor or instructor not less than three months' notice.

3. In regard to offering appointments to men in the service of other institutions, it is believed that an informal inquiry as to whether a teacher would be willing to consider transfer under specified conditions may be made at any time and without previous consultation with his superiors, with the understanding, however, that if a definite offer follows he will not accept it without giving such notice as is indicated in the preceding provisions. He is at liberty to ask his superior officers to reduce, or waive, the notification requirements there specified, but he should be expected to conform to their decision on these points.

4. Violation of these provisions may be brought to the attention of the officers of the Association with the possibility of subsequent publication in particular cases after the facts are duly established.

## Censured Administrations

Investigations by the American Association of University Professors of the administrations of the several institutions listed below show that they are not observing the generally recognized principles of academic freedom and tenure, endorsed by this Association, the Association of American Colleges, the Association of American Law Schools, and the American Association of Teachers Colleges.

Placing the name of an institution on this list does not mean that censure is visited by this Association either upon the whole of that institution or upon the faculty, but specifically upon its present administration. This procedure does not affect the eligibility of nonmembers for membership in the Association, nor does it affect the individual rights of our members at the institution in question, nor do members of the Association who accept positions on the faculty of an institution whose administration is thus censured forfeit their membership. This list is published for the sole purpose of informing our members, the profession at large, and the public that unsatisfactory conditions of academic freedom and tenure have been found to prevail at these institutions. Names are placed on or removed from this censured list by vote of the Association's Annual Meeting.

The censured administrations together with the date of censuring are listed below. Reports of investigations were published as indicated by the *Bulletin* citations:

Adelphi College, Garden City, New York (October, 1941 <i>Bulletin</i> , pp. 494-517)	December, 1941
John B. Stetson University, De Land, Florida (October, 1939 <i>Bulletin</i> , pp. 377-399)	December, 1939
University of Kansas City, Kansas City, Missouri (October, 1941 <i>Bulletin</i> , pp. 478-493)	December, 1941
Montana State University, Missoula, Montana ( <i>Bulletin</i> , April, 1938, pp. 321-348; December, 1939, pp. 578-584; February, 1940, pp. 73-91; December, 1940, pp. 602-606)	December, 1939
West Chester State Teachers College West Chester, Pennsylvania (February, 1939 <i>Bulletin</i> , pp. 44-72)	December, 1939
University of Pittsburgh, Pittsburgh, Pennsylvania (March, 1935 <i>Bulletin</i> , pp. 224-266)	December, 1935
St. Louis University, St. Louis, Missouri (December, 1939 <i>Bulletin</i> , pp. 514-535)	December, 1939
State Teachers College, Murfreesboro, Tennessee (December, 1942 <i>Bulletin</i> , pp. 662-677)	May, 1943
University of Tennessee, Knoxville, Tennessee (June, 1939 <i>Bulletin</i> , pp. 310-319)	December, 1939
Central Washington College of Education, Ellensburg, Washington (October, 1940 <i>Bulletin</i> , pp. 471-475)	December, 1940
Western Washington College of Education (Board of Trustees), Bellingham, Washington (February, 1941 <i>Bulletin</i> , pp. 48-60)	December, 1941
Winthrop College, Rock Hill, South Carolina (April, 1942 <i>Bulletin</i> , pp. 96) 173-1	May, 1943



# ANNUAL REPORT OF THE TREASURER

## Statement of Receipts and Disbursements for Years Ending December 31, 1942 and December 31, 1943

RECEIPTS	1942	1943
Membership Dues.....	\$51,623.77	\$51,518.87
Bulletin Subscriptions and Sales.....	696.51	967.04
Advertising.....	58.00	1352.00
Interest.....	417.39	2321.28
Contributions.....	283.99	328.54
Total Receipts.....	\$53,079.66	\$53,487.73

DISBURSEMENTS	1942	1943
Salary of General Secretary.....	\$ 8,400.00	\$ 8,800.00
Salary of Associate Secretary.....	3,345.45	4,000.00
Salaries of Assistants.....	16,228.69	17,303.44
President's Office.....	51.98	...
Treasurer's Honorarium.....	200.00	200.00
Stationery and Supplies (including Printing and Mimeographing).....	2,413.54	2,085.70
Telephone and Telegraph.....	395.92	458.65
Postage and Express.....	195.62	636.20
Rent.....	3,480.00	2,352.00
Taxes, Insurance, Auditor.....	712.97	510.49
Furniture and Equipment.....	668.50	80.98
Bulletin Printing and Mailing.....	9,574.93	10,266.47
Committee A Field.....	647.28	1,513.11
Committee E Field.....	207.08	123.29
Other Committees Field.....	324.60	111.72
Council Travel.....	1,494.06	1,988.45
Speakers Travel.....	273.25	...
American Council on Education.....	100.00	100.00
Total Disbursements, Current Account.....	\$48,713.87	\$51,475.06
Surplus, Current Account.....	4,365.79	2,012.67
Cost per Member.....	3.02	3.22

## Summary of Cash and Fund Accounts for the Year 1943

Checking Account:<sup>7</sup>

Balance January 1, 1943.....	\$ 662.88	
Current Receipts.....	53,487.73	\$54,150.61

## Deduct:

Current Disbursements.....	51,475.06	
Balance Available December 31, 1943		\$ 2,675.55
Balance available as follows:		
For Committee Q <sup>8</sup> .....	\$ 611.01	
Balance, General Purposes	2,064.54	
	<u>\$2,675.55</u>	

Savings Accounts:<sup>7</sup>

Balance, January 1, 1943.....	\$30,002.81	
Withdrawals (net) <sup>9</sup> .....	10,000.00	
Balance, December 31, 1943.....		\$20,002.81

Life Membership Fund:<sup>7</sup>

Balance, January 1, 1943.....	\$ 1,059.52	
Interest added in 1943.....	13.28	
Total.....	\$ 1,072.80	
Transferred to Current Account.....	175.00	
Balance, December 31, 1943.....		\$ 897.80
U. S. War Savings Bonds purchased in October, 1943 (Series G).....		\$10,000.00
Total Assets, December 31, 1943.....		<u>\$33,576.16</u>

## Explanatory Notes

The allowances for committee field work cover only those expenses the committees incur outside the Association's Washington office, including travel, legal and stenographic services, and postage. A large part of the expenses of the Washington office listed in this report as telephone and telegraph, stationery and supplies, salaries of assistants, and salaries of the General Secretary and of the Associate Secretary represents expenditures and services devoted to the work of these committees.

<sup>1</sup> Increase due to fact that one advertiser paid both the 1942 and 1943 bills in 1943.

<sup>2</sup> Decrease due to lower rate of interest.

<sup>3</sup> Increase of rent, \$10.00 monthly as of September 1, 1943.

<sup>4</sup> Increase due to higher costs of paper and labor.

<sup>5</sup> Increase due to more extensive field work.

<sup>6</sup> Disbursements show a credit due to a refund on a 1942 expenditure.

<sup>7</sup> The Checking Account is deposited in the American Security and Trust Company of Washington, D. C. The Savings Accounts and the Life Membership Fund are deposited in the Harvard Trust Company of Cambridge, Massachusetts.

<sup>8</sup> There were no receipts or disbursements from the balance available for Committee Q as carried forward from last year. However, the balance is still restricted by action of the Council.

<sup>9</sup> For the purchase of two U. S. War Savings Bonds in the amount of \$5000 each.

FLORENCE P. LEWIS, *Treasurer*

## Certificate of the Auditor

I have audited the accounts and records of the American Association of University Professors for the year ended December 31, 1943. In my opinion the foregoing statement of cash receipts and disbursements and the summary of cash and fund accounts correctly show the results of operations and the changes in cash and fund accounts for the year.

(Signed) Richard N. Owens  
*Certified Public Accountant, Illinois, 1923*

## CONSTITUTION

### Article I—Name and Object

1. The name of this Association shall be the American Association of University Professors.
2. Its object shall be to facilitate a more effective cooperation among teachers and investigators in universities and colleges, and in professional schools of similar grade, for the promotion of the interests of higher education and research, and in general to increase the usefulness and advance the standards and ideals of the profession.

### Article II—Membership

1. There shall be four classes of membership: Active, Junior, Associate, and Emeritus.
2. Active Members. Any university or college teacher or investigator who holds a position of teaching or research in a university or college in the United States or Canada, or in the discretion of the Council in an American-controlled institution situated abroad, or in a professional school of similar grade, may be nominated for Active membership in the Association.
3. Junior Members. Any person who is, or within the past five years has been, a graduate student may be nominated for Junior membership. Junior Members shall be transferred to Active membership as soon as they become eligible.
4. Associate Members. Any member who ceases to be eligible for Active or Junior membership because his work has become primarily administrative may be transferred with the approval of the Council to Associate membership.
5. Emeritus Members. Any Active Member retiring for age from a position in teaching or research may be transferred, at his own request and with the approval of the Council, to Emeritus membership.

6. Associate, Emeritus, and Junior Members shall have the right of attendance at annual meetings of the Association without the right to vote or hold office.

7. The Council shall have power to construe the foregoing provisions governing eligibility for membership.

### Article III—Officers

1. The officers of the Association shall be a President, a First Vice-President, a Second Vice-President, a General Secretary, and a Treasurer.

2. The term of office of the President and the Vice-Presidents shall be two years, that of the elective members of the Council three years, ten elective members retiring annually. The terms of office of the President, the Vice-Presidents, and of the members of the Council shall expire at the close of the last session of the Annual Meeting, or if a meeting of the Council is held after and in connection with the Annual Meeting, at the close of the last session of the Council, or thereafter on the election of successors.

3. The President, the Vice-Presidents, and the elective members of the Council shall be elected at the Annual Meeting by a proportional vote taken in the manner prescribed in Article X. Where there are more than two nominees for any office, the vote for that office shall be taken in accordance with the "single transferable vote" system, *i. e.*, on each ballot the member or delegate casting it shall indicate his preference by the numbers 1, 2, 3, etc., before the names of the nominees for each office; and in case no nominee receives a majority of first choices, the ballots of whichever nominee for a particular office has the smallest number of first choices shall be distributed in accordance with the second choices indicated in each ballot; and thus the distribution of ballots for each office shall proceed until for each office one nominee secures a majority of the votes cast, whereupon such nominee shall be declared elected. The General Secretary and the Treasurer shall be elected by the Council. The Council shall have power to remove the General Secretary or the Treasurer on charges or on one year's notice. The President, Vice-Presidents, and the retiring elective members of the Council shall not be eligible for immediate re-

election to their respective offices. In case of a vacancy in the office of President, the First Vice-President shall succeed to the office. In case of a vacancy in any other office, the Council shall have power to fill it for the remainder of the unexpired term, and, in the case of a Council member, the person so appointed, if the remainder of the term for which he is appointed is not more than two years, shall be eligible for subsequent immediate election for a full term.

#### Article IV—Election of Members

1. There shall be a Committee on Admission of Members, the number and mode of appointment of which shall be determined by the Council.
2. Nominations for Active and Junior membership may be made to the General Secretary of the Association by any one Active Member of the Association.
3. It shall be the duty of the General Secretary to publish every nomination in the next following issue of the *Bulletin* of the Association, and to transmit it to the Committee on Admission of Members.
4. All persons receiving the affirmative vote of two-thirds of the members of the Committee on Admission of Members shall become members of the Association upon payment of the annual dues. No nomination shall be voted on, however, within thirty days after its publication in the *Bulletin*.

#### Article V—The Council

1. The President, the Vice-Presidents, and the General Secretary, together with the three latest living ex-Presidents, shall, with thirty elective members, constitute the Council of the Association, in which the responsible management of the Association and the control of its property shall be vested. On recommendation of the Council a former General Secretary of the Association who has held that position for ten years or more may by vote of the Association at the Annual Meeting be elected a life member of the Council. The President shall act as chairman of the Council. It shall have power to accept gifts of funds for endowment or current expenditures of the Association.



2. The Council shall be responsible for carrying out the general purposes of the Association as defined in the Constitution. It shall deal with questions of financial or general policy, with the time, place, and program of the Annual Meeting and of any special meetings of the Association. It shall publish in the *Bulletin* a record of each Council meeting. It shall have authority to delegate specific responsibility to an Executive Committee of not less than six members including the President and the First Vice-President, and to appoint other committees to investigate and report on subjects germane to the purposes of the Association. (See By-Law 9.)

3. Meetings of the Council shall be held in connection with the Annual Meeting of the Association and at least at one other time during each year. The members present at any meeting duly called shall constitute a quorum. The Council may also transact business by letter ballot.

### Article VI—By-Laws

By-Laws may be adopted at any Annual Meeting of the Association to become effective at the close of the last session of the Annual Meeting which enacted them.

### Article VII—Dues, Termination of Membership

1. Each Active Member shall pay four dollars and each Associate or Junior Member shall pay three dollars to the Treasurer as annual dues.

2. Emeritus Members shall pay no dues.

3. Nonpayment of dues by an Active, Associate, or Junior Member for two years shall terminate membership, but in such a case a member may be reinstated by the Council on payment of arrears.<sup>1</sup>

4. For proper cause a member may be suspended, or his membership may be terminated, by a two-thirds vote of the Council at any regular or special meeting; but such member shall be notified

<sup>1</sup> It has been voted by the Council that the *Bulletin* be discontinued at the end of one year and that, in case of subsequent reinstatement, payment be required for that year only.

of the proposed action, with the reasons therefor, at least four weeks in advance of the meeting and shall be given a hearing if he so requests.

5. A member desiring to terminate his membership may do so by a resignation communicated to the General Secretary.

### Article VIII—Periodical

The periodical shall be under the editorial charge of a committee appointed by the Council; copies of it shall be sent to all members.<sup>1</sup>

### Article IX—Amendments

1. The Constitution may be amended by a two-thirds vote of the Active Members present and voting at any Annual Meeting, provided that on the request of one-fifth of these members a proportional vote shall be taken in a manner provided in Article X; and provided further that written notice of any proposed amendment shall be sent to the General Secretary by five Active Members of the Association not later than two months before the Annual Meeting.

2. It shall be the duty of the General Secretary to send a copy of all amendments thus proposed to the members of the Association at least one month before the Annual Meeting.

### Article X—Annual Meeting

1. The Association shall meet annually, at such time and place as the Council may select, unless conditions created by war or other national emergency should make the holding of a meeting impossible, or unless the holding of a meeting would, in the opinion of the Council, impede the government in its efforts to cope with conditions created by war or other national emergency.

2. The Active and Junior Members of the Association in each Chapter may elect one or more delegates to the Annual Meeting. At the Annual Meeting all members of the Association shall be entitled to the privileges of the floor, but only Active Members to a vote. Questions shall ordinarily be determined by majority vote

<sup>1</sup> By vote of the Council, Emeritus Members who pay no dues may receive the *Bulletin* at a special rate of \$1.00 a year.

of the Active Members present and voting, but on request of one-fifth of these members a proportional vote shall be taken. When a proportional vote is taken, the accredited delegates from each Chapter shall be entitled to a number of votes equal to the number of Active Members in their respective Chapters, but any other Active Member not included in a Chapter thus represented shall be entitled to an individual vote. In case a Chapter has more than one delegate, the number of votes to which it is entitled shall be equally divided among the accredited delegates present and voting. The manner of voting at a special meeting of the Association shall be the same as for the Annual Meeting.

3. If an Annual Meeting is omitted in accordance with the provision in Section I, the Council shall transact the general Annual Meeting business and shall conduct the annual election by mail. Such an election shall be by a proportional vote as described in Section 3 of Article III.

### Article XI—Chapters

Whenever the Active Members in a given institution number seven or more, they may constitute a Chapter of the Association. Each Chapter shall elect annually a President, a Secretary, and a Treasurer (or Secretary-Treasurer), and such other officers as the Chapter may determine. It shall be the duty of the Secretary of the Chapter to report to the General Secretary of the Association the names of the officers of the Chapter.

### By-Laws

1. *Nomination for Office.*—After each Annual Meeting but not later than May 1, the President shall appoint, by and with the advice and consent of the Council, a committee of not less than three members, not officers or other members of the Council, to present nominations for the offices to be filled at the next Annual Meeting. Before submitting his nominations for the Nominating Committee to the Council for approval, the President shall in a Council letter invite suggestions in writing from the members of the Council as to the membership of the Committee. In carrying on its work, the Committee shall seek advice from members of the Association,

and shall, unless otherwise directed by the Council, hold a meeting at Association expense to complete its list of nominees.

For the purpose of securing suggestions for Council nominations, blank forms will be sent out to all members in January, to be returned to the Washington office for tabulation and reference to the Nominating Committee, each form to be filled in with the name of an Active Member connected with an institution located in that one of ten designated geographical districts formed on the basis of approximately equal Active membership in which the member submitting the name resides. After receiving the tabulated list, the Nominating Committee, giving due regard to fields of professional interest, types of institutions, and suggestions received from members, shall prepare a list of twenty nominees for Council membership, two from each of the ten districts, provided that, before the inclusion of the names on the list of nominees, the consent of the nominees is secured.

The ten districts are now as follows:

- District I: Maine, N. H., Vt., Mass., R. I., Nova Scotia, Quebec.
- District II: Conn., New York City, N. J.
- District III: Rest of N. Y., Eastern Pa. (including Wilson College on western border), Ontario.
- District IV: Md., Del., D. C., Va., Western Pa. (including Pennsylvania State College on eastern border).
- District V: Ohio, Mich.
- District VI: W. Va., N. C., S. C., Ky., Tenn., La., Miss., Ala., Ga., Fla., Puerto Rico.
- District VII: Ind., Ill., Wis.
- District VIII: Mo., Iowa, Minn., N. Dak., S. Dak., Mont., Manitoba, Alberta.
- District IX: Ark., Texas, Okla., Kans., Nebr., Wyo., Colo., N. Mex.
- District X: Ariz., Utah, Nev., Idaho, Wash., Oreg., Calif., Hawaii, British Columbia.

Changes in this list may be made by regular By-Law amendment or by Council action.

Nominations made by the Nominating Committee shall be reported to the General Secretary not later than September first. Nominations for members of the Council may also be made by petitions signed by not less than fifty Active Members of the Association resident within the district from which the Council member is to be chosen, provided that in determining the required number of signatures not more than ten of those signing a nominating petition shall be members of a single chapter. Nominations for the Presidency and the Vice-Presidencies may also be made by petition signed by not less than 150 Active Members of the Association, provided that in determining the required number of signatures not more than 15 of those signing the petition shall be members of a single chapter and not more than 90 shall be members of a single district. No member shall sign more than one petition. Petitions presenting nominees shall be filed in the office of the General Secretary not later than November fifteenth. The names of the persons nominated by the Nominating Committee, together with a brief biography of each nominee, shall be printed in the October number of the *Bulletin*. The names of all nominees, including those nominated by the Nominating Committee, together with a brief biography of each nominee and a statement of the method of his nomination, shall be printed in the December number of the *Bulletin*. The General Secretary shall prepare printed official ballots containing the names and brief biographies of all nominees, and in each case a statement of the method of nomination, for use at the Annual Meeting. Should the Annual Meeting be scheduled for October or November instead of for December, the Nominating Committee shall report to the General Secretary not later than May 1 for publication in the June and October issues of the *Bulletin* and nominations by petition shall be filed not later than September 15 for publication in the October *Bulletin*.

At the Annual Meeting, the nominations made in accordance with the foregoing procedure shall be voted upon by means of the official ballots, and no other nominations shall be permitted. The vote shall be taken in accordance with the provisions of Article III, Section 3 of the Constitution. The President shall have power to appoint official tellers to count the votes and report the result to

the Annual Meeting. After the tellers have made their report they shall file the ballots cast with the General Secretary, who shall keep them in the files of the Association for a period of at least one year. The Council of the Association shall have power to order a recount by a special committee appointed for the purpose whenever in the discretion of the Council such a recount seems advisable because of doubt as to the accuracy of the tellers' canvass of the ballots; and on the basis of such recount the Council shall have power to declare the final result of the voting.

2. *Council Meetings.*—A special meeting of the Council shall be called by the President on the written request of at least eight members of the Council and notice of such meeting shall be mailed to every member two weeks in advance.

3. *Fiscal Year.*—The fiscal year of the Association shall extend from January 1 to December 31 of each year, inclusive.

4. *Chapters.*—The Council may allow the establishment in an institution of more than one Chapter if such action is deemed necessary on account of the geographical separation of different parts of the institution.

A Chapter may invite to its meetings any person it desires who is not eligible for membership, such as administrative officers, those whose work cannot be classified as teaching or research, or members of the Association who are not members of the Chapter. It may establish annual dues of one dollar or less. A Chapter may exclude from Chapter meetings a member who has failed, after suitable notice, to pay lawfully established Chapter dues. If it seems desirable, a Chapter may meet with other chapters and with other local organizations.

Chapters should not as such make recommendations to administrative officers of their institutions on matters of individual appointment, promotion, or dismissal. In local matters which would ordinarily come before the faculties for action, members of Chapters should in general act as members of faculties rather than in the name of the Chapter; but the Chapters as such may make recommendations to the faculty concerned.

5. *General Secretary.*—The General Secretary shall carry on the work of the Association and the Council under the general direction of the President, preparing the business for all meetings and keep-



ing the records thereof. He shall conduct correspondence with the Council, Committees, and Chapters of the Association. He shall collect the membership dues and any other sums due the Association and transfer them to the Treasurer. He shall have charge of the office of the Association and be responsible for its efficient and economical management. He shall be a member of the editorial committee of the official periodical. He may with the approval of the President delegate any of these duties to an Associate Secretary or Secretaries or Assistant Secretary or Secretaries appointed by the Council for that purpose.

6. *Treasurer.*—The Treasurer shall receive all moneys and deposit the same in the name of the Association. He shall invest any funds not needed for current disbursements, as authorized by the Council or the Executive Committee. He shall pay all bills when approved as provided in By-Law 8. He shall make a report to the Association at the Annual Meeting and such other reports as the Council may direct. He may with the approval of the Council authorize an Assistant Treasurer to act in his stead.

7. *Salaries: Sureties.*—The General Secretary, the Associate or Assistant Secretaries, and the Treasurer shall be paid salaries determined by the Council and shall furnish such sureties as the Council may require.

8. *Payments.*—Bills shall be approved for payment by the General Secretary or in his absence by the President or Vice-President. Every bill of more than \$100 shall require the approval of two of these officers. Any bill not falling within the budget for the year shall require authorization by the Executive Committee.

9. *Executive Committee.*—The Executive Committee shall be appointed by the President by and with the advice and consent of the Council. Before submitting his nominations to the Council for approval the President shall give the members of the Council an opportunity to submit in writing their suggestions as to the membership of the Committee. The Executive Committee shall have immediate supervision of the financial management of the Association, employing an auditor annually and making investment of surplus funds, to be reported to the Council. It shall be responsible for approval of the budget prepared by the General



Secretary and the Treasurer and for such other matters as may be referred to it by the Council. Meetings of the Committee may be held at the call of the President as its chairman.

# DISTRIBUTION OF MEMBERSHIP<sup>1</sup>

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# RECORD OF CHAPTER OFFICERS

January 1, 1944

Acadia University, Wolfville, N. S. Active 1.  
 Adelphi College, Garden City, N. Y. Active 8.  
 Agnes Scott College, Decatur, Ga. Active 2.  
 Akron, University of, Akron, Ohio. Chapter Officers: C. W. Ford, *Pres.*; J. P. Duncan, *Sec.* Active 33.  
 Alabama College, Montevallo, Ala. Chapter Officers: W. H. Trumbauer, *Pres.*; H. D. LeBaron, *Sec.* Active 10.  
 Alabama Polytechnic Institute, Auburn, Ala. Chapter Officer: H. W. Adams, *Sec.* Active 14.  
 Alabama State Teachers College, Jacksonville, Ala. Active 2.  
 Alabama State Teachers College, Montgomery, Ala. Active 1.  
 Alabama State Teachers College, Troy, Ala. Active 3.  
 Alabama, University of, University, Ala. Chapter Officers: W. J. Miller, *Pres.*; I. W. Russell, *Sec.* Active 82.  
 Alaska, University of, College, Alaska. Active 3.  
 Albany Medical College, Albany, N. Y. Active 5.  
 Albion College, Albion, Mich. Chapter Officers: J. S. Marshall, *Pres.*; Pearl A. Ludy, *Sec.* Active 15.  
 Albright College, Reading, Pa. Active 2.  
 Alfred University, Alfred, N. Y. Active 10.  
 Allegheny College, Meadville, Pa. Chapter Officers: D. E. Thomas, *Pres.*; Blair Hanson, *Sec.* Active 36.  
 American College for Girls, Istanbul, Turkey. Active 1.  
 American International College, Springfield, Mass. Active 1.  
 American University, Washington, D. C. Chapter Officer: M. C. Batchelder, *Sec.* Active 18.  
 Amherst College, Amherst, Mass. Chapter Officer: G. A. Craig, *Sec.* Active 28.  
 Andover Newton Theological School, Newton Center, Mass. Active 1.  
 Antioch College, Yellow Springs, Ohio. Active 6.  
 Arizona State Teachers College, Flagstaff, Ariz. Chapter Officers: E. A. Ardrey, *Pres.*; Agnes M. Allen, *Sec.* Active 16.  
 Arizona State Teachers College, Tempe, Ariz. Active 8.  
 Arizona, University of, Tucson, Ariz. Active 30.  
 Arkansas State College, State College, Ark. Active 1.  
 Arkansas State Teachers College, Conway, Ark. Active 4.  
 Arkansas, University of, Fayetteville, Ark. Chapter Officers: A. S. Humphreys, *Pres.*; H. H. Kronenberg, *Sec.* Active 42. Medical School, Little Rock, Ark. Chapter Officers: Jeff Banks, *Pres.*; John Totter, *Sec.* Active 15.  
 Ashland College, Ashland, Ohio. Chapter Officer: R. V. Bollinger, *Pres.* Active 10.

<sup>1</sup> This listing is of Active and Junior members at institutions on the Association's eligible list. For complete statistics of membership see page 143.

- Atlanta University**, Atlanta, Ga. Chapter Officer: Mercer Cook, *Pres.* Active 16.
- Augustana College and Theological Seminary**, Rock Island, Ill. Chapter Officers: H. F. Staack, *Pres.*; O. L. Nordstrom, *Sec.* Active 15.
- Baker University**, Baldwin, Kans. Active 4.
- Baldwin-Wallace College**, Berea, Ohio. Chapter Officers: J. M. Blocher, *Pres.*; C. E. Feuchter, *Sec.* Active 32.
- Ball State Teachers College**, Muncie, Ind. Chapter Officers: D. E. Miller, *Pres.*; Ethelyn Davidson, *Sec.* Active 35.
- Bard College**, Annandale-on-Hudson, N. Y. Chapter Officers: G. H. Genzmer, *Pres.*; Artine Artinian, *Sec.* Active 7.
- Bates College**, Lewistown, Me. Active 11.
- Baylor University**, Waco, Tex. Chapter Officers: Sara Lowrey, *Pres.*; W. R. Stephens, *Sec.* Active 53; Junior 1.
- Beloit College**, Beloit, Wis. Chapter Officers: L. V. Ballard, *Pres.*; A. M. Coon, *Sec.* Active 26.
- Bennett Junior College**, Millbrook, N. J. Active 12.
- Bennington College**, Bennington, Vt. Active 2.
- Berea College**, Berea, Ky. Chapter Officers: Charlotte P. Ludlum, *Pres.*; J. W. Sattler, *Sec.* Active 41.
- Bethany College**, Lindsborg, Kans. Chapter Officers: E. O. Deere, *Pres.*; G. E. Kleihege, *Sec.* Active 5.
- Bethany College**, Bethany, W. Va. Chapter Officers: Earl McKenzie, *Pres.*; Margaret Sparks, *Sec.* Active 8.
- Billings Polytechnic Institute**, Billings, Mont. Active 4.
- Birmingham-Southern College**, Birmingham, Ala. Active 4.
- Blue Mountain College**, Blue Mountain, Miss. Active 2.
- Boston College**, Chestnut Hill, Mass. Active 2.
- Boston University**, Boston, Mass. Chapter Officers: E. A. Post, *Pres.*; O. B. Tabor, *Sec.* Active 57.
- Bowdoin College**, Brunswick, Me. Active 8.
- Bowling Green State University**, Bowling Green, Ohio. Chapter Officers: P. F. Leedy, *Pres.*; Nellie A. Ogle, *Sec.* Active 65.
- Bradley Polytechnic Institute**, Peoria, Ill. Chapter Officers: W. W. Grimm, *Pres.*; Ida K. Schmidt, *Sec.* Active 23.
- British Columbia, University of**, Vancouver, B. C. Active 6.
- Brooklyn College**, Brooklyn, N. Y. Chapter Officers: Dorothy Lasher-Schlitt, *Pres.*; H. Van R. Wilson, *Sec.* Active 122; Junior 1.
- Brooklyn, Polytechnic Institute of**, Brooklyn, N. Y. Chapter Officer: G. B. L. Smith, *Pres.* Active 18.
- Brown University**, Providence, R. I. Chapter Officers: Hans Kurath, *Pres.*; W. C. Beatty, *Sec.* Active 45.
- Bryn Mawr College**, Bryn Mawr, Pa. Chapter Officer: J. E. Gillet, *Pres.* Active 28; Junior 1.
- Bucknell University**, Lewisburg, Pa. Chapter Officers: R. C. Tasker, *Pres.*; W. I. Miller, *Sec.* Active 31. Junior College, Wilkes-Barre, Pa. Active 11.
- Buffalo, University of**, Buffalo, N. Y. Chapter Officers: E. G. Schauroth, *Pres.*; L. P. Kurtz, *Sec.* Active 70.
- Butler University**, Indianapolis, Ind. Chapter Officers: R. C. Friesner, *Pres.*; Florence I. Morrison, *Sec.* Active 43.
- California Institute of Technology**, Pasadena, Calif. Chapter Officers: E. T. Bell, *Pres.*; H. N. Gilbert, *Sec.* Active 56; Junior 1.
- California, University of**, Berkeley, Calif. Chapter Officers: G. D. Louderback, *Pres.*; Myron Brightfield, *Sec.* Active 135.
- California, University of**, Los Angeles, Calif. Chapter Officers: Hugh Miller, *Pres.*; H. M. Karr, *Sec.* Active 140; Junior 1.

- Capital University, Columbus, Ohio. Active 3.  
 Carleton College, Northfield, Minn. Active 10.  
 Carnegie Institute of Technology, Pittsburgh, Pa. Chapter Officers: R. A. Fisher, *Pres.*;  
 J. M. Porter, Jr., *Sec.* Active 69.  
 Carroll College, Helena, Mont. Active 1.  
 Carroll College, Waukesha, Wis. Active 6.  
 Carthage College, Carthage, Ill. Active 2.  
 Case School of Applied Science, Cleveland, Ohio. Chapter Officers: G. B. Carson, *Pres.*;  
 L. J. Reardon, *Sec.* Active 21.  
 Catawba College, Salisbury, N. C. Active 5.  
 Catholic University of America, Washington, D. C. Chapter Officers: R. J. Purcell, *Pres.*;  
 A. S. Crisafulli, *Sec.* Active 19.  
 Centenary College of Louisiana, Shreveport, La. Chapter Officers: A. J. Middlebrooks,  
*Pres.*; W. G. Phelps, *Sec.* Active 28.  
 Central College, Pella, Iowa. Active 2.  
 Central College, Fayette, Mo. Active 2.  
 Central YMCA College, Chicago, Ill. Chapter Officers: V. C. Lohr, *Pres.*; Bertha Brom-  
 mer, *Sec.* Active 25.  
 Centre College of Kentucky, Danville, Ky. Active 6.  
 Charleston, College of, Charleston, S. C. Active 2.  
 Chattanooga, University of, Chattanooga, Tenn. Chapter Officer: I. W. Grote, *Pres.*  
 Active 10.  
 Chicago, University of, Chicago, Ill. Chapter Officers: Carey Croncis, *Pres.*; Hazel Kyrk,  
*Sec.* Active 209; Junior 1.  
 Christian College, Columbia, Mo. Active 1.  
 Cincinnati, University of, Cincinnati, Ohio. Chapter Officers: G. A. Hedger, *Pres.*; Helen  
 N. Smith, *Sec.* Active 151.  
 Citadel, The, Charleston, S. C. Active 10.  
 City College, The, New York, N. Y. Chapter Officers: Ross Scanlan, *Pres.*; A. S. Chaik-  
 lis, *Sec.* Active 129. Commerce Center. Chapter Officers: Bernhard Ostrolenk, *Pres.*;  
 T. G. Ierardi, *Sec.* Active 55; Junior 2.  
 Clark University, Worcester, Mass. Active 12.  
 Clarkson School of Technology, Potsdam, N. Y. Active 2.  
 Coe College, Cedar Rapids, Iowa. Chapter Officers: I. L. Churchill, *Pres.*; Elizabeth A.  
 Windsor, *Sec.* Active 36.  
 Coker College, Hartsville, S. C. Active 5.  
 Colby College, Waterville, Me. Active 10.  
 Colby Junior College, New London, N. H. Active 1.  
 Colgate University, Hamilton, N. Y. Chapter Officers: J. M. Shortliffe, *Pres.*; J. A. Stor-  
 ing, *Sec.* Active 56; Junior 1.  
 Colorado College, Colorado Springs, Colo. Active 3.  
 Colorado School of Mines, Golden, Colo. Active 4.  
 Colorado State College of Agriculture and Mechanic Arts, Fort Collins, Colo. Chapter  
 Officers: Alfred Westfall, *Pres.*; C. F. Metz, *Sec.* Active 18.  
 Colorado State College of Education, Greeley, Colo. Active 3.  
 Colorado, Western State College of, Gunnison, Colo. Active 5.  
 Colorado, University of, Boulder, Colo. Chapter Officers: Mary-Ethel Ball, *Pres.*; Edna  
 L. Johnson, *Sec.* Active 82.  
 Columbia University, New York, N. Y. Chapter Officers: J. F. Ritt, *Pres.*; L. M. Hacker,  
*Sec.* Active 144; Junior 1.  
 Concord College, Athens, W. Va. Chapter Officers: M. S. Cushman, *Pres.*; Hawey Wells,  
*Sec.* Active 7.  
 Connecticut College, New London, Conn. Chapter Officers: J. F. Moore, *Pres.*; M. B.  
 Jones, *Sec.* Active 38.  
 Connecticut, Junior College of, Bridgeport, Conn. Active 1.  
 Connecticut, Teachers College of, New Britain, Conn. Active 3.

- Connecticut, University of, Storrs, Conn. Chapter Officers: G. S. Torrey, *Pres.*; R. M. DeCoursey, *Sec.* Active 73.
- Converse College, Spartanburg, S. C. Active 4.
- Cornell College, Mount Vernon, Iowa. Chapter Officers: F. G. Brooks, *Pres.*; C. F. Littell, *Sec.* Active 24.
- Cornell University, Ithaca, N. Y. Chapter Officers: O. F. Curtis, *Pres.*; Katherine Reeves, *Sec.* Active 134.
- Creighton University, Omaha, Nebr. Active 3.
- Culver-Stockton College, Canton, Mo. Chapter Officer: D. F. Ash, *Pres.* Active 5; Junior 1.
- Dakota Wesleyan University, Mitchell, S. Dak. Chapter Officer: L. C. Belding, *Pres.* Active 8.
- Dalhousie University, Halifax, N. S. Active 1.
- Dartmouth College, Hanover, N. H. Chapter Officers: R. C. Sybertsen, *Pres.*; E. M. Bailor, *Sec.* Active 71.
- Davidson College, Davidson, N. C. Active 3.
- Dayton, University of, Dayton, Ohio. Active 8.
- Delaware, University of, Newark, Del. Chapter Officers: C. L. Day, *Pres.*; Edna C. Fredrick, *Sec.* Active 54; Junior 1.
- Delta State Teachers College, Cleveland, Miss. Active 1.
- Denison University, Granville, Ohio. Chapter Officers: D. L. Mahood, *Pres.*; W. N. Felt, *Sec.* Active 34.
- Denver, University of, Denver, Colo. Chapter Officers: T. G. Marsh, *Pres.*; Elwood Murray, *Sec.* Active 14.
- De Paul University, Chicago, Ill. Chapter Officers: W. F. Clarke, *Pres.*; L. M. McDermott, *Sec.* Active 19.
- DePauw University, Greencastle, Ind. Chapter Officers: L. H. Turk, *Pres.*; Lloyd Messersmith, *Sec.* Active 72.
- Detroit, University of, Detroit, Mich. Chapter Officer: P. S. Presta, *Pres.* Active 11.
- Dickinson College, Carlisle, Pa. Active 1.
- Dillard University, New Orleans, La. Active 1.
- Dominican College of San Rafael, San Rafael, Calif. Active 1.
- Drake University, Des Moines, Iowa. Chapter Officers: Jean P. LeCoq, *Pres.*; W. E. Alley, *Sec.* Active 28.
- Drew University, Madison, N. J. Chapter Officers: W. R. Green, *Pres.*; B. F. Kimpel, *Sec.* Active 21.
- Drexel Institute of Technology, Philadelphia, Pa. Active 2.
- Drury College, Springfield, Mo. Active 9.
- Dubuque, University of, Dubuque, Iowa. Chapter Officers: Jacob Bajema, *Pres.*; Dorothy M. Taylor, *Sec.* Active 15.
- Duchesne College, Omaha, Nebr. Active 1.
- Duke University, Durham, N. C. Chapter Officers: C. S. Sydnor, *Pres.*; D. G. Hill, *Sec.* Active 130.
- Duquesne University, Pittsburgh, Pa. Chapter Officer: C. E. Hilborn, *Pres.* Active 23.
- Earlham College, Richmond, Ind. Active 2.
- Elmhurst College, Elmhurst, Ill. Chapter Officers: Werner Richter, *Pres.*; H. J. Belgum, *Sec.* Active 11.
- Elmira College, Elmira, N. Y. Active 5.
- Emory and Henry College, Emory, Va. Active 2.
- Emory University, Emory University, Ga. Chapter Officers: J. H. Venable, *Pres.*; Clyde Pettus, *Sec.* Active 33.
- Emporia, College of, Emporia, Kans. Active 1.
- Erskine College, Due West, S. C. Active 1.
- Eureka College, Eureka, Ill. Active 1.
- Evansville College, Evansville, Ind. Chapter Officers: Ernest VanKeuren, *Pres.*; Lucile Springer, *Sec.* Active 19.

- Fairmont State College, Fairmont, W. Va. Chapter Officers: E. L. Lively, *Pres.*; Ethel Ice, *Sec.* Active 7.
- Fenn College, Cleveland, Ohio. Active 1.
- Ferris Institute, College of Pharmacy of, Big Rapids, Mich. Active 3.
- Findlay College, Findlay, Ohio. Chapter Officer: G. E. Dodds, *Sec.* Active 5.
- Fiak University, Nashville, Tenn. Active 2.
- Flint Junior College, Flint, Mich. Active 1.
- Florida Southern College, Lakeland, Fla. Active 1.
- Florida State College for Women, Tallahassee, Fla. Chapter Officers: Gladys Fawley, *Pres.*; Grace Fox, *Sec.* Active 38.
- Florida, University of, Gainesville, Fla. Chapter Officers: C. A. Robertson, *Pres.*; P. L. Hanna, *Sec.* Active 73.
- Fordham University, New York, N. Y. Bronx Division. Active 10. Manhattan Division. Chapter Officers: M. I. Hart, *Pres.*; C. J. Walsh, *Sec.* Active 20.
- Franklin College of Indiana, Franklin, Ind. Chapter Officers: Pauline White, *Pres.*; Virfel Roe, *Sec.* Active 17.
- Franklin and Marshall College, Lancaster, Pa. Chapter Officers: W. R. Murray, *Pres.*; S. L. Mohler, *Sec.* Active 25.
- Fresno State College, Fresno, Calif. Chapter Officers: A. Y. Eliason, *Pres.*; Horace Schorling, *Sec.* Active 29.
- Furman University, Greenville, S. C. Chapter Officers: Olivia Futch, *Pres.*; J. M. Snelling, *Sec.* Active 22.
- Geneva College, Beaver Falls, Pa. Active 2.
- George Peabody College for Teachers, Nashville, Tenn. Active 10.
- George Washington University, Washington, D. C. Chapter Officers: L. J. Ragatz, *Pres.*; A. S. Kerr, *Sec.* Active 73.
- George Williams College, Chicago, Ill. Active 1.
- Georgetown University, Washington, D. C. Chapter Officer: W. H. E. Jaeger, *Pres.* Active 14.
- Georgia College, North, Dahlonega, Ga. Active 1.
- Georgia School of Technology, Atlanta, Ga. Chapter Officer: D. R. Anderson, Jr., *Pres.* Active 34.
- Georgia Southwestern College, Americus, Ga. Active 1.
- Georgia State College for Women, Milledgeville, Ga. Active 6.
- Georgia State Woman's College, Valdosta, Ga. Chapter Officer: Louise A. Sawyer, *Sec.* Active 12.
- Georgia Teachers College, Collegeboro, Ga. Active 1.
- Georgia, University of, Athens, Ga. Chapter Officer: W. O. Collins, *Sec.* Active 39.
- Gettysburg College, Gettysburg, Pa. Chapter Officers: G. S. Warthen, *Pres.*; L. O. Johnson, *Sec.* Active 26.
- Goucher College, Baltimore, Md. Chapter Officers: Anna Mathiesen, *Pres.*; Anna I. Miller, *Sec.* Active 40.
- Green Mountain Junior College, Poultney, Vt. Active 6.
- Greensboro College, Greensboro, N. C. Active 3.
- Grinnell College, Grinnell, Iowa. Chapter Officer: H. L. Clapp, *Pres.* Active 27.
- Grove City College, Grove City, Pa. Active 9.
- Guilford College, Guilford College, N. C. Active 4.
- Hahnemann Medical College, Philadelphia, Pa. Active 5.
- Hamilton College, Clinton, N. Y. Chapter Officers: E. F. Hauch, *Pres.*; G. L. Nesbitt, *Sec.* Active 19.
- Hamline University, St. Paul, Minn. Chapter Officers: R. R. Martin, *Pres.*; E. G. Smith, *Sec.* Active 11.
- Hampton Institute, Hampton, Va. Active 1.
- Hanover College, Hanover, Ind. Active 1.
- Hardin-Simmons University, Abilene, Tex. Active 2.

- Harris Teachers College, St. Louis, Mo. Chapter Officer: Edith E. Glatfelter, *Sec.* Active 17.
- Harvard University, Cambridge, Mass. Chapter Officer: Talcott Parsons, *Sec.* Active 127.
- Hastings College, Hastings, Nebr. Chapter Officer: R. M. McDill, *Pres.* Active 7.
- Haverford College, Haverford, Pa. Chapter Officers: D. P. Lockwood, *Pres.*; J. G. Herndon, Jr., *Sec.* Active 27.
- Hawaii, University of, Honolulu, T. H. Active 24.
- Heidelberg College, Tiffin, Ohio. Active 5.
- Henderson State Teachers College, Arkadelphia, Ark. Active 1.
- Hendrix College, Conway, Ark. Active 3.
- Hillsdale College, Hillsdale, Mich. Active 3.
- Hiram College, Hiram, Ohio. Chapter Officers: J. S. Kenyon, *Pres.*; L. E. Cannon, *Sec.* Active 6.
- Hobart College, Geneva, N. Y. Chapter Officers: T. T. Odell, *Pres.*; F. H. Mautner, *Sec.* Active 35.
- Hofstra College, Hempstead, N. Y. Chapter Officers: S. M. Gross, *Pres.*; Eleanor D. Blodgett, *Sec.* Active 8.
- Hollins College, Hollins, Va. Chapter Officer: E. Marion Smith, *Pres.* Active 7.
- Hood College, Frederick, Md. Chapter Officers: Marion L. MacPhail, *Pres.*; Grace E. Lippy, *Sec.* Active 36.
- Howard College, Birmingham, Ala. Active 6.
- Howard University, Washington, D. C. Chapter Officer: R. W. Logan, *Pres.* Active 32.
- Hunter College, New York, N. Y. Chapter Officers: H. N. Fairchild, *Pres.*; Lena F. Dahme, *Sec.* Active 148; Junior 1.
- Huron College, Huron, S. Dak. Active 5.
- Idaho State Normal School, Lewiston, Idaho. Active 6.
- Idaho, University of, Moscow, Idaho. Chapter Officers: L. Z. Gross, *Pres.*; E. Mildred Burlingame, *Sec.* Active 28. Southern Branch, Pocatello, Idaho. Chapter Officer: Oscar Kaplan, *Pres.* Active 22.
- Illinois College, Jacksonville, Ill. Active 2.
- Illinois Institute of Technology, Chicago, Ill. Chapter Officers: S. I. Hayakawa, *Pres.*; H. J. McDonald, *Sec.* Active 39.
- Illinois Normal University, Southern, Carbondale, Ill. Chapter Officers: Julia J. Neely, *Pres.*; Ora D. Rogers, *Sec.* Active 75.
- Illinois State Normal University, Normal, Ill. Chapter Officers: Esther Vinson, *Pres.*; Nina E. Gray, *Sec.* Active 65.
- Illinois State Teachers College, Eastern, Charleston, Ill. Chapter Officers: Emma Reinhardt, *Pres.*; W. G. Wood, *Sec.* Active 22.
- Illinois State Teachers College, Northern, De Kalb, Ill. Chapter Officers: H. W. Gould, *Pres.*; M. T. Oakland, *Sec.* Active 35.
- Illinois State Teachers College, Western, Macomb, Ill. Chapter Officers: Clifford Pearce, *Pres.*; Elna Scott, *Sec.* Active 14.
- Illinois, University of, Urbana, Ill. Chapter Officers: E. H. Reeder, *Pres.*; A. W. Secord, *Sec.* Active 95; Junior 1.
- Illinois Wesleyan University, Bloomington, Ill. Chapter Officers: W. E. Schultz, *Pres.*; Mildred Hunt, *Sec.* Active 4.
- Indiana State Teachers College, Terre Haute, Ind. Chapter Officers: Charles Roll, *Pres.*; Fay Griffith, *Sec.* Active 50; Junior 2.
- Indiana University, Bloomington, Ind. Chapter Officers: F. L. Bennis, *Pres.*; R. L. Collins, *Sec.* Active 155; Junior 1.
- Institute for Advanced Study, Princeton, N. J. Active 4.
- Iowa State College of Agriculture and Mechanic Arts, Ames, Iowa. Chapter Officers: J. S. Dodds, *Pres.*; Florence Fallgatter, *Sec.* Active 104; Junior 1.
- Iowa State Teachers College, Cedar Falls, Iowa. Chapter Officer: G. C. Robinson, *Pres.* Active 7.



Iowa, State University of, Iowa City, Iowa. Chapter Officers: Louis Pelzer, *Pres.*; Erich Funke, *Sec.* Active 95; Junior 1.

Iowa Wesleyan College, Mount Pleasant, Iowa. Active 1.

James Millikin University, Decatur, Ill. Chapter Officers: L. C. McNabb, *Pres.*; Walter Emch, *Sec.* Active 13.

Jamestown College, Jamestown, N. Dak. Active 1.

John B. Stetson University, De Land, Fla. Active 3.

John Carroll University, Cleveland, Ohio. Active 4.

John Tarleton Agricultural College, Stephenville, Tex. Active 3.

Johns Hopkins University, Baltimore, Md. Chapter Officer: A. W. Freeman, *Pres.* Active 51.

Judson College, Marion, Ala. Active 2.

Juniata College, Huntingdon, Pa. Active 2.

Kalamazoo College, Kalamazoo, Mich. Active 6.

Kansas State College of Agriculture and Applied Science, Manhattan, Kans. Chapter Officers: A. B. Sageser, *Pres.*; Anna T. Agan, *Sec.* Active 38.

Kansas State College, Fort Hays, Hays, Kans. Chapter Officers: L. W. Thompson, *Pres.*; Margaret H. Haggart, *Sec.* Active 25.

Kansas State Teachers College of Emporia, Emporia, Kans. Chapter Officers: M. W. Roper, *Pres.*; R. M. Taylor, *Sec.* Active 58.

Kansas State Teachers College, Pittsburg, Kans. Chapter Officers: R. G. Smith, *Pres.*; Minerva Wootton, *Sec.* Active 25.

Kansas, University of, Lawrence, Kans. Chapter Officers: John Ise, *Pres.*; E. O. Stene, *Sec.* Active 73.

Kansas City, Junior and Teachers College of, Kansas City, Mo. Active 2.

Kansas City, University of, Kansas City, Mo. Chapter Officers: Madeline Ashton, *Pres.*; Geraldine P. Dilla, *Sec.* Active 22.

Kemper Military School, Boonville, Mo. Active 1.

Kent State University, Kent, Ohio. Chapter Officers: Donald Anthony, *Pres.*; Cleo Crow, *Sec.* Active 58; Junior 1.

Kentucky State Teachers College, Eastern, Richmond, Ky. Active 8.

Kentucky State Teachers College, Western, Bowling Green, Ky. Active 1.

Kentucky, University of, Lexington, Ky. Chapter Officers: M. D. Ketchum, *Pres.*; A. E. Bigge, *Sec.* Active 86.

Kenyon College, Gambier, Ohio. Chapter Officers: P. W. Timberlake, *Pres.*; P. M. Titus, *Sec.* Active 23.

Keuka College, Keuka Park, N. Y. Chapter Officers: H. F. Archibald, *Pres.*; Denzil Bagster-Collins, *Sec.* Active 18.

Kilgore College, Kilgore, Tex. Active 1.

Kirkville College of Osteopathy and Surgery, Kirksville, Mo. Active 1.

Knox College, Galesburg, Ill. Chapter Officer: A. W. Newcombe, *Sec.* Active 13.

Lafayette College, Easton, Pa. Chapter Officers: L. J. Conover, *Pres.*; H. W. Streeter, *Sec.* Active 43.

Lake Erie College, Painesville, Ohio. Chapter Officers: Jessie L. Cook, *Pres.*; Kathryn S. Bennett, *Sec.* Active 11.

Lake Forest College, Lake Forest, Ill. Chapter Officer: R. B. Williams, *Sec.* Active 19.

LaSalle College, Philadelphia, Pa. Active 1.

Lawrence College, Appleton, Wis. Chapter Officers: M. M. Bober, *Pres.*; Anne P. Jones, *Sec.* Active 39.

Lebanon Valley College, Annville, Pa. Active 2.

Lehigh University, Bethlehem, Pa. Chapter Officers: W. L. Godshall, *Pres.*; J. L. Clifford, *Sec.* Active 29.

Lenoir-Rhyne College, Hickory, N. C. Active 4.

Limestone College, Gaffney, S. C. Active 4.

Lincoln Memorial University, Harrogate, Tenn. Active 2.

- Lincoln University, Jefferson City, Mo. Chapter Officer: Theodore Fletcher, *Pres.* Active 34.
- Lindenwood College, St. Charles, Mo. Active 5.
- Linfield College, McMinnville, Oreg. Chapter Officers: J. H. Pollard, *Pres.*; W. C. Smith, *Sec.* Active 7.
- Loretto Heights College, Loretto Heights, Colo. Active 1.
- Louisiana College, Pineville, La. Active 1.
- Louisiana Institute, Southwestern, Lafayette, La. Chapter Officers: A. P. Elliott, *Pres.*; Sudie Carroll, *Sec.* Active 30.
- Louisiana Polytechnic Institute, Ruston, La. Active 3.
- Louisiana State Normal College, Natchitoches, La. Chapter Officers: Alvin Good, *Pres.*; Sarah L. C. Clapp, *Sec.* Active 23.
- Louisiana State University, University, La. Chapter Officers: Ralph Wickiser, *Pres.*; Ella V. Aldrich, *Sec.* Active 138; Junior 3. John McNeese Junior College, Lake Charles, La. Chapter Officers: W. N. Cusic, *Pres.*; Muriel R. Cleveland, *Sec.* Active 14.
- Louisville, University of, Louisville, Ky. Chapter Officers: J. J. Cronin, *Pres.*; R. A. Warner, *Sec.* Active 27.
- Loyola University, Chicago, Ill. Chapter Officer: Paul Kiniery, *Pres.* Active 15.
- Loyola University, New Orleans, La. Active 2.
- Luther College, Decorah, Iowa. Active 4.
- Lynchburg College, Lynchburg, Va. Active 2.
- McGill University, Montreal, Que. Active 5.
- MacMurray College for Women, Jacksonville, Ill. Active 20.
- Macalester College, St. Paul, Minn. Chapter Officer: Mary G. Owen, *Pres.* Active 9.
- Madison College, Harrisonburg, Va. Chapter Officers: Mary T. Armentrout, *Pres.*; Joseph Brown, *Sec.* Active 22.
- Maine, University of, Orono, Me. Chapter Officers: C. E. Bennett, *Pres.*; L. F. Smith, *Sec.* Active 24.
- Manhattan College, New York, N. Y. Active 2.
- Manhattanville College of the Sacred Heart, New York, N. Y. Chapter Officers: J. G. O'Hara, *Pres.*; J. A. Mira, *Sec.* Active 10.
- Manitoba, University of, Winnipeg, Man. Active 1.
- Marietta College, Marietta, Ohio. Active 6.
- Marin Junior College, Kentfield, Calif. Active 1.
- Marquette University, Milwaukee, Wis. Active 8.
- Mars Hill College, Mars Hill, N. C. Active 1.
- Marshall College, Huntington, W. Va. Chapter Officers: A. E. Harris, *Pres.*; M. Virginia Foulk, *Sec.* Active 32.
- Mary Baldwin College, Staunton, Va. Active 5.
- Mary Hardin-Baylor College, Belton, Tex. Active 2.
- Mary Washington College, Fredericksburg, Va. Chapter Officer: J. P. Kirby, *Pres.* Active 26.
- Maryland College, Western, Westminster, Md. Chapter Officers: C. L. Bennighof, *Pres.*; W. R. Ridington, *Sec.* Active 9.
- Maryland State Teachers College, Towson, Md. Active 5.
- Maryland, University of, College Park, Md. Chapter Officers: A. E. Zucker, *Pres.*; C. W. Hintz, *Sec.* Active 112; Junior 1.
- Maryville College, Maryville, Tenn. Active 6.
- Mason City Junior College, Mason City, Iowa. Active 1.
- Massachusetts Institute of Technology, Cambridge, Mass. Chapter Officers: Penfield Roberts, *Pres.*; Philip Franklin, *Sec.* Active 61.
- Massachusetts State College, Amherst, Mass. Active 12.
- Memphis State College, Memphis, Tenn. Active 13.
- Mercer University, Macon, Ga. Active 3.
- Meredith College, Raleigh, N. C. Active 4.
- Miami University, Oxford, Ohio. Chapter Officer: F. B. Joyner, *Sec.* Active 18.

- Miami, University of, Coral Gables, Fla. Chapter Officers: H. F. Williams, *Pres.*; Melanie R. Rosborough, *Sec.* Active 28.
- Michigan College of Education, Central, Mt. Pleasant, Mich. Active 1.
- Michigan College of Education, Western, Kalamazoo, Mich. Active 7.
- Michigan College of Mining and Technology, Houghton, Mich. Active 1.
- Michigan State College of Agriculture and Applied Science, East Lansing, Mich. Chapter Officers: S. G. Bergquist, *Pres.*; R. A. Fennell, *Sec.* Active 115.
- Michigan State Normal College, Ypsilanti, Mich. Chapter Officers: P. E. Hubbell, *Pres.*; R. H. Super, *Sec.* Active 25.
- Michigan, University of, Ann Arbor, Mich. Chapter Officers: H. T. Price, *Pres.*; C. N. Wenger, *Sec.* Active 190.
- Middlebury College, Middlebury, Vt. Active 7.
- Mills College, Oakland, Calif. Chapter Officers: Mary C. Burch, *Pres.*; Richard Wistar, *Sec.* Active 42.
- Millsaps College, Jackson, Miss. Active 1.
- Milwaukee-Downer College, Milwaukee, Wis. Active 3.
- Miner Teachers College, Washington, D. C. Active 1.
- Minnesota State Teachers College, Bemidji, Minn. Active 5.
- Minnesota State Teachers College, Duluth, Minn. Chapter Officers: E. H. Pieper, *Pres.*; E. V. Sandin, *Sec.* Active 19.
- Minnesota State Teachers College, Mankato, Minn. Chapter Officers: W. P. Cushman, *Pres.*; W. C. Eastman, *Sec.* Active 14.
- Minnesota State Teachers College, St. Cloud, Minn. Active 4.
- Minnesota State Teachers College, Winona, Minn. Active 2.
- Minnesota, University of, Minneapolis, Minn. Chapter Officers: J. E. Anderson, *Pres.*; A. E. Treloar, *Sec.* Active 266; Junior 4.
- Mississippi Southern College, Hattiesburg, Miss. Active 1.
- Mississippi State College, State College, Miss. Active 12.
- Mississippi State College for Women, Columbus, Miss. Active 11.
- Mississippi, University of, University, Miss. Active 10.
- Missouri School of Mines and Metallurgy, Rolla, Mo. Active 3.
- Missouri State Teachers College, Central, Warrensburg, Mo. Active 5.
- Missouri State Teachers College, Northeast, Kirksville, Mo. Active 8.
- Missouri State Teachers College, Northwest, Maryville, Mo. Chapter Officers: Anna M. Painter, *Pres.*; Dora B. Smith, *Sec.* Active 47.
- Missouri State Teachers College, Southeast, Cape Girardeau, Mo. Chapter Officers: W. A. Mueller, *Pres.*; L. H. Strunk, *Sec.* Active 28.
- Missouri State Teachers College, Southwest, Springfield, Mo. Chapter Officers: D. H. Nicholson, *Pres.*; J. C. Snapp, *Sec.* Active 29.
- Missouri, University of, Columbia, Mo. Chapter Officers: Rudolf Bennitt, *Pres.*; R. T. Dufford, *Sec.* Active 117.
- Missouri Valley College, Marshall, Mo. Active 9.
- Monmouth College, Monmouth, Ill. Chapter Officers: F. M. McClenehan, *Pres.*; H. A. Loya, *Sec.* Active 28.
- Montana State College, Bozeman, Mont. Chapter Officer: O. E. Sheppard, *Pres.* Active 6.
- Montana State Normal College, Dillon, Mont. Active 1.
- Montana State School of Mines, Butte, Mont. Active 1.
- Montana State University, Missoula, Mont. Chapter Officers: S. M. Teel, *Pres.*; Philip Wright, *Sec.* Active 45.
- Morehead State Teachers College, Morehead, Ky. Chapter Officer: G. B. Pennebaker, *Pres.* Active 13.
- Morningside College, Sioux City, Iowa. Chapter Officers: T. C. Stephens, *Pres.*; Laura Fischer, *Sec.* Active 8.
- Mount Holyoke College, South Hadley, Mass. Chapter Officers: Ethel Eltinge, *Pres.*; Ruth C. Lawson, *Sec.* Active 74.
- Mount Mercy College, Pittsburgh, Pa. Active 1.

- Mount St. Vincent, College of, New York, N. Y. Active 2.
- Mount Union College, Alliance, Ohio. Chapter Officers: W. A. Mabry, *Pres.*; Mary C. W. Eckler, *Sec.* Active 18.
- Muhlenberg College, Allentown, Pa. Chapter Officers: I. M. Wright, *Pres.*; P. A. Barba, *Sec.* Active 8.
- Mulnomah College, Portland, Oreg. Active 11.
- Mundelein College, Chicago, Ill. Active 1.
- Murray State Teachers College, Murray, Ky. Active 3.
- Muskingum College, New Concord, Ohio. Chapter Officers: T. A. Barnhart, *Pres.*; Anna J. Closser, *Sec.* Active 8.
- Nazareth College, Louisville, Ky. Active 1.
- Nebraska State Teachers College, Kearney, Nebr. Chapter Officers: Garvin Doughty, *Pres.*; Blanche Skinner, *Sec.* Active 14.
- Nebraska State Teachers College, Peru, Nebr. Active 1.
- Nebraska State Teachers College, Wayne, Nebr. Chapter Officers: J. Q. Owen, *Pres.*; Verna Elefson, *Sec.* Active 10.
- Nebraska, University of, Lincoln, Nebr. Chapter Officers: Emma N. Andersen, *Pres.*; C. A. Forbes, *Sec.* Active 114.
- Nebraska Wesleyan University, Lincoln, Nebr. Active 2.
- Nevada, University of, Reno, Nev. Chapter Officers: S. G. Palmer, *Pres.*; Alice B. Marsh, *Sec.* Active 37.
- New England Conservatory of Music, Boston, Mass. Chapter Officers: Francis Findlay, *Pres.*; C. K. Trueblood, *Sec.* Active 18.
- New Hampshire, University of, Durham, N. H. Chapter Officers: C. W. Coulter, *Pres.*; C. M. Degler, *Sec.* Active 66.
- New Haven State Teachers College, New Haven, Conn. Active 1.
- New Jersey State Teachers College, Jersey City, N. J. Active 1.
- New Jersey State Teachers College, Montclair, N. J. Chapter Officers: E. C. Gage, *Pres.*; F. R. Geigle, *Sec.* Active 17.
- New Jersey State Teachers College, Newark, N. J. Chapter Officers: J. S. French, *Pres.*; M. E. Shea, *Sec.* Active 11.
- New Jersey State Teachers College, Paterson, N. J. Active 1.
- New Mexico College of Agriculture and Mechanic Arts, State College, N. Mex. Chapter Officers: L. D. Haight, *Pres.*; W. F. Shaw, *Sec.* Active 36.
- New Mexico Highlands University, Las Vegas, N. Mex. Chapter Officers: F. W. Emerson, *Pres.*; Marjorie E. Large, *Sec.* Active 7.
- New Mexico School of Mines, Socorro, N. Mex. Active 1.
- New Mexico State Teachers College, Silver City, N. Mex. Active 2.
- New Mexico, University of, Albuquerque, N. Mex. Chapter Officers: E. F. Castetter, *Pres.*; Parry Reiche, *Sec.* Active 47.
- New Rochelle, College of, New Rochelle, N. Y. Active 4.
- New York Medical College, Flower and Fifth Avenue Hospitals, New York, N. Y. Chapter Officers: O. M. Cope, *Pres.*; E. W. Count, *Sec.* Active 25.
- New York State College for Teachers, Albany, N. Y. Chapter Officer: Edith O. Wallace, *Pres.* Active 13.
- New York State Teachers College, Brockport, N. Y. Active 1.
- New York State Teachers College, Buffalo, N. Y. Active 1.
- New York State Teachers College, Cortland, N. Y. Active 5.
- New York State Teachers College, Fredonia, N. Y. Active 1.
- New York State Teachers College, Geneseo, N. Y. Active 1.
- New York State Teachers College, New Paltz, N. Y. Active 1.
- New York State Teachers College, Potsdam, N. Y. Active 3.
- New York University, New York, N. Y. Chapter Officers: Charles Dwyer, *Pres.*; G. B. Vetter, *Sec.* Active 113; Junior 2.
- Newark College of Engineering, Newark, N. J. Active 8.
- Newark, University of, Newark, N. J. Active 7.

- Newberry College, Newberry, S. C. Active 3.
- North Carolina College for Negroes, Durham, N. C. Active 5.
- North Carolina State College of Agriculture and Engineering, Raleigh, N. C. Chapter Officer: C. H. Bostian, *Sec.* Active 18.
- North Carolina, East Carolina Teachers College of, Greenville, N. C. Active 10.
- North Carolina, University of, Chapel Hill, N. C. Chapter Officer: H. M. Burlage, *Pres.* Active 25.
- North Carolina, The Woman's College of the University of, Greensboro, N. C. Chapter Officers: G. E. Henry, *Pres.*; Herbert Kimmel, *Sec.* Active 45.
- North Dakota Agricultural College, Fargo, N. Dak. Active 2.
- North Dakota State Teachers College, Minot, N. Dak. Active 1.
- North Dakota State Teachers College, Valley City, N. Dak. Active 1.
- North Dakota, University of, Grand Forks, N. Dak. Chapter Officers: N. A. Weber, *Pres.*; W. E. Kaloupek, *Sec.* Active 30.
- Northeastern University, Boston, Mass. Active 1.
- Northwestern University, Evanston, Ill. Chapter Officers: E. T. McSwain, *Pres.*; Howard Berolzheimer, *Sec.* Active 215; Junior 5.
- Norwich University, Northfield, Vt. Active 9.
- Notre Dame College, South Euclid, Ohio. Active 3.
- Notre Dame, University of, Notre Dame, Ind. Active 3.
- Oberlin College, Oberlin, Ohio. Chapter Officers: R. F. MacLennan, *Pres.*; J. W. Kurtz, *Sec.* Active 61.
- Occidental College, Los Angeles, Calif. Chapter Officers: J. D. Young, *Pres.*; L. R. Brantley, *Sec.* Active 16.
- Ohio State University, Columbus, Ohio. Chapter Officers: S. B. Folk, *Pres.*; N. N. Luxon, *Sec.* Active 190.
- Ohio University, Athens, Ohio. Chapter Officers: C. N. Mackinnon, *Pres.*; H. J. Jeddellah, *Sec.* Active 103.
- Ohio Wesleyan University, Delaware, Ohio. Chapter Officers: Rexford Keller, *Pres.*; W. F. Hahnert, *Sec.* Active 46.
- Oklahoma Agricultural and Mechanical College, Stillwater, Okla. Chapter Officer: J. H. Zant, *Pres.* Active 26.
- Oklahoma College for Women, Chickasha, Okla. Active 3.
- Oklahoma, Central State College of, Edmund, Okla. Active 2.
- Oklahoma, East Central State College of, Ada, Okla. Active 1.
- Oklahoma, Northwestern State College of, Alva, Okla. Chapter Officer: T. C. Carter, *Pres.* Active 7.
- Oklahoma, Southeastern State College of, Durant, Okla. Active 2.
- Oklahoma, University of, Norman, Okla. Chapter Officers: G. C. Couch, *Pres.*; Dixie Young, *Sec.* Active 118.
- Olivet College, Olivet, Mich. Active 1.
- Omaha, University of, Omaha, Nebr. Chapter Officers: W. K. Noyce, *Pres.*; Elizabeth E. Kaho, *Sec.* Active 35; Junior 2.
- Oregon College of Education, Monmouth, Ore. Active 2.
- Oregon College of Education, Eastern, La Grande, Ore. Chapter Officers: R. E. Badgly, *Pres.*; Joseph Gaiser, *Sec.* Active 12.
- Oregon State College, Corvallis, Ore. Chapter Officers: B. E. Christensen, *Pres.*; Henrietta Morris, *Sec.* Active 50.
- Oregon, University of, Eugene, Ore. Chapter Officers: R. D. Horn, *Pres.*; S. H. Jameson, *Sec.* Active 130.
- Osteopathic Physicians and Surgeons, College of, Los Angeles, Calif. Active 1.
- Ottawa University, Ottawa, Kans. Active 3.
- Otterbein College, Westerville, Ohio. Active 1.
- Our-Lady-of-the-Lake College, San Antonio, Tex. Active 1.
- Pacific, College of the, Stockton, Calif. Active 1.

- Pacific Lutheran College, Parkland, Wash. Active 2.  
 Pacific University, Forest Grove, Oreg. Active 3.  
 Packer Collegiate Institute, Brooklyn, N. Y. Active 1.  
 Park College, Parkville, Mo. Active 4.  
 Parsons College, Fairfield, Iowa. Active 1.  
 Pennsylvania College for Women, Pittsburgh, Pa. Chapter Officers: Sara B. Piel, *Pres.*; Ruth E. Staples, *Sec.* Active 22.  
 Pennsylvania State College, State College, Pa. Chapter Officers: B. V. Moore, *Pres.*; J. T. Baker, *Sec.* Active 207.  
 Pennsylvania, State Teachers College of, Bloomsburg, Pa. Active 1.  
 Pennsylvania, State Teachers College of, California, Pa. Chapter Officer: G. S. Hart, *Sec.* Active 10.  
 Pennsylvania, State Teachers College of, Edinboro, Pa. Active 2.  
 Pennsylvania, State Teachers College of, Indiana, Pa. Active 12.  
 Pennsylvania, State Teachers College of, Kutztown, Pa. Active 1.  
 Pennsylvania, State Teachers College of, Lock Haven, Pa. Chapter Officers: A. D. Patterson, *Pres.*; Edna Bottorff, *Sec.* Active 9.  
 Pennsylvania, State Teachers College of, Millersville, Pa. Chapter Officers: B. N. Osburn, *Pres.*; L. E. Boyer, *Sec.* Active 17.  
 Pennsylvania, State Teachers College of, Slippery Rock, Pa. Active 1.  
 Pennsylvania, State Teachers College of, West Chester, Pa. Chapter Officers: R. B. Gordon, *Pres.*; Josephine E. Wilson, *Sec.* Active 17.  
 Pennsylvania, University of, Philadelphia, Pa. Chapter Officers: E. D. Grizzell, *Pres.*; A. D. Klarmann, *Sec.* Active 128; Junior 1.  
 Pennsylvania, Women's Medical College of, Philadelphia, Pa. Active 5.  
 Phillips University, Enid, Okla. Active 1.  
 Phoenix Junior College, Phoenix, Ariz. Active 3.  
 Pikeville College, Pikeville, Ky. Active 1.  
 Pittsburgh, University of, Pittsburgh, Pa. Chapter Officers: Verne Wright, *Pres.*; L. M. Thurston, *Sec.* Active 106.  
 Pomona College, Claremont, Calif. Chapter Officers: C. G. Jaeger, *Pres.*; H. H. Davis, *Sec.* Active 14.  
 Prairie View State College, Prairie View, Tex. Active 1.  
 Princeton University, Princeton, N. J. Chapter Officers: H. S. Taylor, *Pres.*; J. S. Finch, *Sec.* Active 111.  
 Principia, The, Elmhurst, Ill. Active 1.  
 Puerto Rico, University of, Rio Piedras, P. R. Active 14.  
 Puget Sound, College of, Tacoma, Wash. Active 5.  
 Purdue University, Lafayette, Ind. Chapter Officers: S. E. Hartsell, *Pres.*; M. W. Keller, *Sec.* Active 143.  
 Queens College, Flushing, N. Y. Chapter Officers: Douglas Spencer, *Pres.*; Dorothy Richardson, *Sec.* Active 38.  
 Queens College, Charlotte, N. C. Chapter Officers: Lucile K. Delano, *Pres.*; Mary Denny, *Sec.* Active 12.  
 Queen's University, Kingston, Ont. Active 1.  
 Randolph-Macon College, Ashland, Va. Active 2.  
 Randolph-Macon Woman's College, Lynchburg, Va. Active 5.  
 Redlands, University of, Redlands, Calif. Chapter Officers: R. H. Lynn, *Pres.*; Esther N. Mertins, *Sec.* Active 33.  
 Reed College, Portland, Oreg. Chapter Officers: R. F. Arragon, *Pres.*; Ruth G. Collier, *Sec.* Active 21.  
 Rensselaer Polytechnic Institute, Troy, N. Y. Active 4.  
 Rhode Island State College, Kingston, R. I. Active 11.  
 Rice Institute, Houston, Tex. Chapter Officers: F. S. Lear, *Pres.*; F. A. Pattie, *Sec.* Active 27; Junior 1.

- Richmond, University of, Richmond, Va. Active 4.  
 Ripon College, Ripon, Wis. Active 4.  
 Riverside Junior College, Riverside, Calif. Active 1.  
 Roanoke College, Salem, Va. Active 1.  
 Robert College, Istanbul, Turkey. Active 3.  
 Rochester, University of, Rochester, N. Y. Chapter Officers: J. E. Hoffmeister, *Pres.*;  
 D. L. Canfield, *Sec.* Active 54.  
 Rockford College, Rockford, Ill. Chapter Officer: Jordan Cavan, *Sec.* Active 19.  
 Rollins College, Winter Park, Fla. Chapter Officers: E. F. Jones, *Pres.*; Bernice Shor,  
*Sec.* Active 19.  
 Rosary College, River Forest, Ill. Active 4.  
 Rose Polytechnic Institute, Terre Haute, Ind. Chapter Officers: F. L. Brown, *Pres.*;  
 O. S. Knight, *Sec.* Active 21.  
 Russell Sage College, Troy, N. Y. Chapter Officers: Geneva Sayre, *Pres.*; R. Elizabeth  
 Cass, *Sec.* Active 48.  
 Rutgers University, New Brunswick, N. J. Chapter Officer: Sidney Sanderson, *Sec.*  
 Active 46. Junior 1.  
 St. Augustine's College, Raleigh, N. C. Active 1.  
 St. Benedict, College of, St. Joseph, Minn. Active 1.  
 St. Elizabeth, College of, Convent Station, N. J. Active 1.  
 St. Francis College, Loretto, Pa. Active 3.  
 St. John's College, Annapolis, Md. Active 3.  
 St. John's University, Brooklyn, N. Y. Active 12.  
 St. Joseph's College, West Hartford, Conn. Active 1.  
 St. Joseph's College, Emmitsburg, Md. Active 1.  
 St. Joseph's College for Women, Brooklyn, N. Y. Active 1.  
 St. Lawrence University, Canton, N. Y. Chapter Officers: Madeleine Lelievre, *Pres.*;  
 F. D. Curtin, *Sec.* Active 24.  
 St. Louis University, St. Louis, Mo. Chapter Officers: J. F. Privitera, *Pres.*; Felix Gio-  
 vanelli, *Sec.* Active 32. Junior 1.  
 St. Mary's College, St. Mary's, Calif. Active 1.  
 St. Mary's College, Notre Dame, Ind. Active 2.  
 St. Mary-of-the-Woods College, St. Mary-of-the-Woods, Ind. Active 3.  
 St. Olaf College, Northfield, Minn. Active 2.  
 St. Teresa, College of, Winona, Minn. Active 1.  
 Salem College, Winston-Salem, N. C. Active 1.  
 Sam Houston State Teachers College, Huntsville, Tex. Active 6.  
 San Bernardino Valley Junior College, San Bernardino, Calif. Chapter Officers: J. V.  
 Harvey, *Pres.*; N. W. Cummings, *Sec.* Active 7.  
 San Diego State College, San Diego, Calif. Chapter Officers: E. E. Barnhart, *Pres.*;  
 Florence Dickhaut, *Sec.* Active 31.  
 San Francisco State College, San Francisco, Calif. Chapter Officers: Roy Cave, *Pres.*;  
 Ruth Fleming, *Sec.* Active 26.  
 San Francisco, University of, San Francisco, Calif. Active 1.  
 San Jose State College, San Jose, Calif. Chapter Officers: R. M. Mosher, *Pres.*; Gertrude  
 Witherspoon, *Sec.* Active 24.  
 San Mateo Junior College, San Mateo, Calif. Active 1.  
 Santa Barbara State College, Santa Barbara, Calif. Active 11.  
 Santa Clara, University of, Santa Clara, Calif. Active 1.  
 Santa Rosa Junior College, Santa Rosa, Calif. Active 1.  
 Sarah Lawrence College, Bronxville, N. Y. Active 1.  
 Scranton, University of, Scranton, Pa. Active 3.  
 Scripps College, Claremont, Calif. Active 8.  
 Seton Hall College, South Orange, N. J. Active 11.  
 Seton Hill College, Greensburg, Pa. Active 8.  
 Shepherd College, Shepherdstown, W. Va. Chapter Officers: I. O. Ash, *Pres.*; Ruth  
 Scarborough, *Sec.* Active 15.



- Shorter College, Rome, Ga. Active 4.  
 Shurtleff College, Alton, Ill. Active 4.  
 Simmons College, Boston, Mass. Chapter Officers: Helen Wood, *Pres.*; H. O. Stearns, *Sec.* Active 28.  
 Simpson College, Indianola, Iowa. Active 2.  
 Skidmore College, Saratoga Springs, N. Y. Chapter Officers: H. S. Schultz, *Pres.*; Helen A. Mowry, *Sec.* Active 38.  
 Smith College, Northampton, Mass. Chapter Officers: C. Pauline Burt, *Pres.*; Helen W. Randall, *Sec.* Active 103.  
 Snead Junior College, Boaz, Ala. Active 1.  
 South, University of the, Sewanee, Tenn. Chapter Officer: W. H. MacKellar, *Pres.* Active 4.  
 South Carolina, Medical College of the State of, Charleston, S. C. Active 2.  
 South Carolina, University of, Columbia, S. C. Active 20.  
 South Dakota State College of Agriculture and Mechanic Arts, Brookings, S. Dak. Active 8.  
 South Dakota, Northern State Teachers College of, Aberdeen, S. Dak. Chapter Officer: Vera Lighthall, *Pres.* Active 20.  
 South Dakota, University of, Vermillion, S. Dak. Chapter Officers: W. M. Lee, *Pres.*; Ella Lokken, *Sec.* Active 20.  
 Southern California, University of, Los Angeles, Calif. Chapter Officers: C. M. Case, *Pres.*; R. M. Fox, *Sec.* Active 62.  
 Southern Methodist University, Dallas, Tex. Chapter Officers: W. T. Watson, *Pres.*; J. L. Glanville, *Sec.* Active 45.  
 Southern University and Agricultural and Mechanical College, Scotlandville, La. Active 1.  
 Southwestern, Memphis, Tenn. Active 3.  
 Southwestern College, Winfield, Kans. Active 3.  
 Southwestern University, Georgetown, Tex. Active 1.  
 Spring Hill College, Spring Hill, Ala. Active 1.  
 Springfield College, Springfield, Mass. Chapter Officer: R. J. Conklin, *Sec.* Active 13.  
 Stanford University, Stanford University, Calif. Chapter Officers: R. H. Lutz, *Pres.*; D. E. Trueblood, *Sec.* Active 89.  
 Stephen F. Austin State Teachers College, Nacogdoches, Tex. Active 1.  
 Stephens College, Columbia, Mo. Active 18.  
 Stevens Institute of Technology, Hoboken, N. J. Active 1.  
 Stowe Teachers College, St. Louis, Mo. Chapter Officers: L. S. Curtis, *Pres.*; Clayda J. Williams, *Sec.* Active 16.  
 Sul Ross State Teachers College, Alpine, Tex. Active 2.  
 Sullins College, Bristol, Va. Active 1.  
 Susquehanna University, Selinsgrove, Pa. Active 8.  
 Swarthmore College, Swarthmore, Pa. Chapter Officers: Clair Wilcox, *Pres.*; Charles Heimsch, *Sec.* Active 62.  
 Sweet Briar College, Sweet Briar, Va. Active 14.  
 Syracuse University, Syracuse, N. Y. Chapter Officers: S. D. Paratt, *Pres.*; Albert George, *Sec.* Active 167. Junior 1.  
 Talladega College, Talladega, Ala. Active 4.  
 Tarkio College, Tarkio, Mo. Active 2.  
 Temple University, Philadelphia, Pa. Chapter Officers: J. A. Meredith, *Pres.*; William Rogers, Jr., *Sec.* Active 120.  
 Tennessee Agricultural and Industrial State Teachers College, Nashville, Tenn. Active 1.  
 Tennessee Polytechnic Institute, Cookeville, Tenn. Active 2.  
 Tennessee State College, Middle, Murfreesboro, Tenn. Active 4.  
 Tennessee State Teachers College, Johnson City, Tenn. Active 3.  
 Tennessee, University of, Knoxville, Tenn. Chapter Officers: E. A. Waters, *Pres.*; Lee Greene, *Sec.* Active 53.  
 Texas, Agricultural and Mechanical College of, College Station, Tex. Chapter Officers: G. E. Potter, *Pres.*; S. S. Morgan, *Sec.* Active 66.  
 Texas Christian University, Fort Worth, Tex. Active 12.

- Texas College of Arts and Industries, Kingsville, Tex. Active 11.  
 Texas College of Mines and Metallurgy, El Paso, Tex. Active 2.  
 Texas State College for Women, Denton, Tex. Chapter Officers: E. C. Bryan, *Pres.*; Iva Chapman, *Sec.* Active 36.  
 Texas State Teachers College, East, Commerce, Tex. Active 11.  
 Texas State Teachers College, North, Denton, Tex. Active 11.  
 Texas State Teachers College, Southwest, San Marcos, Tex. Chapter Officers: H. G. Burman, *Pres.*; J. O. Gragg, *Sec.* Active 35.  
 Texas State Teachers College, West, Canyon, Tex. Active 1.  
 Texas Technological College, Lubbock, Tex. Chapter Officers: R. A. Mills, *Pres.*; Fred Griffin, *Sec.* Active 14.  
 Texas, University of, Austin, Tex. Chapter Officers: H. J. Leon, *Pres.*; Hilda F. Rosene, *Sec.* Active 177.  
 Thiel College, Greenville, Pa. Active 5.  
 Toledo, University of, Toledo, Ohio. Chapter Officers: F. R. Hickerson, *Pres.*; Alford Archer, *Sec.* Active 47.  
 Transylvania College, Lexington, Ky. Active 9.  
 Trinity College, Hartford, Conn. Chapter Officers: B. W. Means, *Pres.*; L. W. Towle, *Sec.* Active 35.  
 Trinity University, San Antonio, Tex. Active 1.  
 Tufts College, Medford, Mass. Chapter Officers: R. J. Bartlett, *Pres.*; W. F. Wyatt, *Sec.* Active 48.  
 Tulane University of Louisiana, New Orleans, La. Chapter Officers: Marie J. Weiss, *Pres.*; H. N. Gould, *Sec.* Active 76.  
 Tulsa, University of, Tulsa, Okla. Chapter Officers: A. N. Murray, *Pres.*; Nels Bailkey, *Sec.* Active 26.  
 Tusculum College, Greeneville, Tenn. Active 2.  
 Tuskegee Normal and Industrial Institute, Tuskegee, Ala. Active 3.  
 Union College, Schenectady, N. Y. Chapter Officers: G. H. Danton, *Pres.*; H. L. Webb, *Sec.* Active 41.  
 United States Coast Guard Academy, New London, Conn. Active 1.  
 United States Naval Academy, Annapolis, Md. Active 19.  
 Upsala College, East Orange, N. J. Active 2.  
 Ursinus College, Collegeville, Pa. Active 5.  
 Utah State Agricultural College, Logan, Utah. Chapter Officers: M. T. Bird, *Pres.*; M. L. Nielsen, *Sec.* Active 51.  
 Utah, University of, Salt Lake City, Utah. Chapter Officers: A. L. Jensen, *Pres.*; Margaret Schell, *Sec.* Active 70.  
 Valparaiso University, Valparaiso, Ind. Active 1.  
 Vanderbilt University, Nashville, Tenn. Chapter Officer: E. H. Duncan, *Sec.* Active 18.  
 Vassar College, Poughkeepsie, N. Y. Chapter Officers: Genieve Lamson, *Pres.*; Homer Pearson, *Sec.* Active 87; Junior 1.  
 Vermont, University of, Burlington, Vt. Chapter Officers: J. T. Metcalf, *Pres.*; E. J. Dole, *Sec.* Active 58.  
 Villanova College, Villanova, Pa. Chapter Officers: Gilbert Macbeth, *Pres.*; W. C. A. Henry, *Sec.* Active 9.  
 Virginia, Medical College of, Richmond, Va. Chapter Officers: H. L. Osterud, *Pres.*; R. F. McCrackan, *Sec.* Active 20.  
 Virginia Military Institute, Lexington, Va. Active 4.  
 Virginia Polytechnic Institute, Blacksburg, Va. Chapter Officers: P. C. Scherer, Jr., *Pres.*; J. W. Watson, *Sec.* Active 11.  
 Virginia State College for Negroes, Ettrick, Va. Chapter Officers: P. C. Johnson, *Pres.*; T. N. Baker, Jr., *Sec.* Active 33; Junior 5.  
 Virginia State Teachers College, Radford, Va. Active 1.  
 Virginia State Teachers College, Farmville, Va. Chapter Officers: J. E. Walmsley, *Pres.*; Virginia E. Bedford, *Sec.* Active 28.

- Virginia Union University, Richmond, Va. Active 1.
- Virginia, University of, University, Va. Chapter Officers: L. G. Moffatt, *Pres.*; Raymond Uhl, *Sec.* Active 50.
- Wabash College, Crawfordsville, Ind. Active 6.
- Wagner Memorial Lutheran College, Staten Island, N. Y. Active 1.
- Wake Forest College, Wake Forest, N. C. Active 3.
- Ward-Belmont School, Nashville, Tenn. Active 1.
- Washburn Municipal University of Topeka, Topeka, Kans. Active 8.
- Washington College, Chestertown, Md. Active 10.
- Washington College of Education, Central, Ellensburg, Wash. Chapter Officers: H. J. Whitney, *Pres.*; George Sogge, *Sec.* Active 43; Junior 1.
- Washington College of Education, Eastern, Cheney, Wash. Active 8.
- Washington College of Education, Western, Bellingham, Wash. Chapter Officer: Anna Ullin, *Pres.* Active 22.
- Washington and Jefferson College, Washington, Pa. Chapter Officer: R. R. Werry, *Sec.* Active 18.
- Washington and Lee University, Lexington, Va. Chapter Officer: G. D. Hancock, *Sec.* Active 10.
- Washington, State College of, Pullman, Wash. Chapter Officers: Dorothy Dakin, *Pres.*; Haakon Bang, *Sec.* Active 55.
- Washington University, St. Louis, Mo. Chapter Officer: W. W. Burke, *Sec.* Active 59; Junior 1.
- Washington, University of, Seattle, Wash. Chapter Officers: C. C. D. Vail, *Pres.*; A. Violet Hall, *Sec.* Active 116; Junior 1.
- Wayne University, Detroit, Mich. Chapter Officers: G. R. Husband, *Pres.*; Clara Champion, *Sec.* Active 99; Junior 1.
- Weber College, Ogden, Utah. Active 1.
- Wellesley College, Wellesley, Mass. Chapter Officers: Helen Law, *Pres.*; Marie L. Edel, *Sec.* Active 60.
- Wells College, Aurora, N. Y. Chapter Officers: Miriam R. Small, *Pres.*; W. S. Rusk, *Sec.* Active 19.
- Wesleyan College, Macon, Ga. Chapter Officers: M. C. Quillian, *Pres.*; J. W. W. Daniel, *Sec.* Active 4.
- Wesleyan University, Middletown, Conn. Chapter Officers: J. W. Spaeth, Jr., *Pres.*; M. G. Burford, *Sec.* Active 44.
- West Liberty State College, West Liberty, W. Va. Active 5.
- West Virginia State College, Institute, W. Va. Chapter Officers: E. R. Armstead, *Pres.*; W. J. L. Wallace, *Sec.* Active 25.
- West Virginia University, Morgantown, W. Va. Chapter Officers: J. G. Leach, *Pres.*; E. O. Roberts, *Sec.* Active 31.
- West Virginia Wesleyan College, Buckhannon, W. Va. Chapter Officers: R. C. Brown, *Pres.*; Marie Boette, *Sec.* Active 10.
- Western College, Oxford, Ohio. Chapter Officers: Isabel St. J. Bliss, *Pres.*; Lucy J. Watt, *Sec.* Active 19.
- Western Reserve University, Cleveland, Ohio. Chapter Officers: J. E. Cutler, *Pres.*; Katherine H. Porter, *Sec.* Active 65.
- Westminster College, Fulton, Mo. Chapter Officers: C. D. Day, *Pres.*; C. A. McPheeters, *Sec.* Active 6.
- Westminster College, New Wilmington, Pa. Chapter Officers: H. S. Osgood, *Pres.*; R. N. Cansler, *Sec.* Active 27.
- Wheaton College, Wheaton, Ill. Active 2.
- Wheaton College, Norton, Mass. Chapter Officer: H. M. Austin, *Sec.* Active 38; Junior 1.
- Whitman College, Walla Walla, Wash. Chapter Officer: W. L. Riley, *Sec.* Active 13.
- Whittier College, Whittier, Calif. Active 1.
- Whitworth College, Spokane, Wash. Chapter Officers: B. C. Neustel, *Pres.*; P. V. Gustafson, *Sec.* Active 12.

- Wichita, Municipal University of, Wichita, Kans. Chapter Officers: Geraldine Hammond, *Pres.*; Viola McK. Beebe, *Sec.* Active 24.
- Willamette University, Salem, Oreg. Chapter Officers: Marion Morange, *Pres.*; R. M. Lockenour, *Sec.* Active 28.
- William and Mary, College of, Williamsburg, Va. Chapter Officers: C. T. Harrison, *Pres.*; Dudley Woodbridge, *Sec.* Active 67. Norfolk Division. Chapter Officer: W. G. Akers, *Pres.* Active 13.
- Williams College, Williamstown, Mass. Chapter Officer: L. W. Beals, *Sec.* Active 50.
- Williamsport-Dickinson College, Williamsport, Pa. Active 1.
- Wilson College, Chambersburg, Pa. Active 12.
- Wilson Teachers College, Washington, D. C. Chapter Officer: H. W. Olson, *Pres.* Active 4.
- Winthrop College, Rock Hill, S. C. Chapter Officers: Celesta Wine, *Pres.*; Ermine Willfong, *Sec.* Active 23.
- Wisconsin State Teachers College, La Crosse, Wis. Chapter Officers: E. C. Knowlton, *Pres.*; O. E. Frazee, *Sec.* Active 19.
- Wisconsin State Teachers College, Oshkosh, Wis. Active 1.
- Wisconsin State Teachers College, River Falls, Wis. Active 1.
- Wisconsin State Teachers College, Stevens Point, Wis. Active 1.
- Wisconsin State Teachers College, Superior, Wis. Active 1.
- Wisconsin State Teachers College, Whitewater, Wis. Active 1.
- Wisconsin, University of, Madison, Wis. Chapter Officers: G. W. Keitt, *Pres.*; Ruth Glassow, *Sec.* Active 172.
- Wittenberg College, Springfield, Ohio. Active 5.
- Wooster, College of, Wooster, Ohio. Chapter Officers: Mary Z. Johnson, *Pres.*; Karl Ver Steeg, *Sec.* Active 14.
- Worcester Polytechnic Institute, Worcester, Mass. Chapter Officer: R. K. Morley, *Sec.* Active 8.
- Wyoming, University of, Laramie, Wyo. Chapter Officer: W. C. Reusser, *Pres.*; Mary E. Marks, *Sec.* Active 57.
- Xavier University, New Orleans, La. Chapter Officer: Lawrence Ferring, *Pres.*; Active 15.
- Yale University, New Haven, Conn. Chapter Officers: F. W. Coker, *Pres.*; A. M. Wither-  
spoon, *Sec.* Active 99.
- Yankton College, Yankton, S. Dak. Chapter Officers: R. M. Eidsmoe, *Pres.*; Richard de Laubenfels, *Sec.* Active 17.

## Members Deceased

### *Reported During 1943*

Alverson, Burt W.	(Education)	St. Lawrence University
Amato, Pasquale	(Music)	Louisiana State University
Ames, Joseph S.	(Physics)	Johns Hopkins University
*Arthur, J. C.	(Botany)	Purdue University
Badenoch, Helen	(Physical Education)	Denison University
Baker, Edwin	(Chemical Engineering)	University of Michigan
Barrett, Oliver L.	(Art)	University of Oregon
Bayley, W. S.	(Geology)	University of Illinois
*Beale, Joseph H.	(Law)	Harvard University
Beatty, Arthur	(English)	University of Wisconsin
Bement, Douglas	(English)	University of Washington
Boas, Franz	(Anthropology)	Columbia University
Boening, Hans	(German)	Wayne University
Borish, Murray E.	(English)	College of William and Mary
Bryant, E. C.	(Physics)	Middlebury College
Burton, Helen B.	(History)	Missouri Valley College
Buss, Fred E.	(Natural Science)	San Jose State College
Carruth, William M.	(Mathematics)	Hamilton College
Carter, Ezra G.	(Physiology)	Utah State Agricultural College
Cěrmák, May C.	(English)	Hunter College
*Chamberlain, C. J.	(Botany)	University of Chicago
Clark, Herman A.	(Latin)	Wayne University
Conklin, Edmund S.	(Psychology)	Indiana University
†*Cook, W. W.	(Law)	Northwestern University
†Coulter, Stanley	(Biology)	Purdue University
*Dewey, D. R.	(Economics)	Massachusetts Institute of Technology
Eness, Clara	(Music)	Willamette University
*Farley, F. E.	(English)	Wesleyan University
Finley, Georgia E.	(Home Economics)	Indiana University
Fisher, John R.	(Romance Languages)	College of William and Mary
*Flaherty, M. C.		University of California
*Flickinger, R. C.	(Classics)	State University of Iowa
Foster, Herbert H.	(Education)	Beloit College
Garrett, Hubert	(Social Science)	Missouri State Teachers College (Northwest)
Gay, Lucy M.	(Romance Languages)	University of Wisconsin
Gomperz, Heinrich	(Philosophy)	University of Southern California
Goode, Clement T.	(English)	University of Richmond
Graves, W. L.	(English)	Ohio State University

Griscom, Ellwood	(Public Speaking)	University of Texas
Harding, C. F.	(Electrical Engineering)	Purdue University
*Harper, H. W.	(Chemistry)	University of Texas
Harper, Queen C.	(Literature)	Kansas State Teachers College (Emporia)
*Harris, Charles	(German)	Western Reserve University
Hart, Albert B.	(Government)	Harvard University
*Haskins, Charles N.	(Mathematics)	Dartmouth College
†*Hedrick, E. R.	(Mathematics)	University of California at Los Angeles
Henderson, Lawrence J.	(Chemistry)	Harvard University
Henrici, A. T.	(Bacteriology)	University of Minnesota
Hinds, Asher E.	(English)	Princeton University
Hoover, Charles R.	(Chemistry)	Wesleyan University
*Jewett, J. R.	(Semitic Languages)	Harvard University
Johnson, Russell E.	(Economics)	University of Minnesota
*Johnson, W. S.	(English)	University of Kansas
Johnston, Eva	(Latin)	University of Missouri
Jones, Tucker	(Physical Education)	College of William and Mary
Kelley, Curtis	(Accounting)	Oregon State College
Keyes, Clinton W.	(Classics)	Columbia University
Knutsen, Martin H.	(Bacteriology)	Pennsylvania State College
Kunst, Edwin J.	(Economics)	Central YMCA College
Lewis, I. M.	(Botany)	University of Texas
McFayden, Jesse M.	(English)	University of Minnesota
McGeoch, John A.	(Psychology)	State University of Iowa
Mach, George R.	(Commercial Education)	Iowa State Teachers College
*Martin, Lillian J.	(Psychology)	Stanford University
Matheny, W. A.	(Botany)	Ohio University
Maynard, Newell C.	(Oratory)	Tufts College
Melchior, Montfort V.	(Modern Languages)	Haverford College
Meltsner, Max	(Chemistry)	The City College (New York)
Menuet, Robert L.	(Mathematics)	Tulane University
Miner, J. B.	(Psychology)	University of Kentucky
Mitchell, Howard H.	(Mathematics)	University of Pennsylvania
*Moore, Edward C.	(Theology)	Harvard University
Murphy, William M.	(Education)	De Paul University
Murray, W. H.	(Modern Languages)	Dartmouth College
*Osborn, F. A.	(Physics)	University of Washington
Osborn Henry L.	(Biology)	Hamline University
Palmer, Grace M.	(Art)	Madison College
Parkhurst, A. J.	(Education)	Sul Ross State Teachers College
*Phelps, W. L.	(English)	Yale University
Pierce, Frederick W.	(German)	Pennsylvania State College
Piercy, J. W.	(Journalism)	Indiana University

Rapp, Robert E.	(Economics)	University of California at Los Angeles
*Robinson, Frederick B.	(Public Speaking)	New York, New York
*Rockwell, E. H.	(Engineering)	Lafayette College
*Rogers, C. E.	(Civil Engineering)	Trinity College
St. Clair, George	(English)	University of New Mexico
Sammis, Claude	(Music)	Texas Christian University
Secrist, Horace	(Economics)	Northwestern University
*Setchell, W. A.	(Botany)	University of California
Shank, Katherine E.	(English)	National Park College
*Sharp, F. C.	(Philosophy)	University of Wisconsin
*Shelly, P. V. D.	(English)	University of Pennsylvania
Small, Willard S.	(Education)	University of Maryland
Smith, Alfred	(Agriculture)	University of California
Smith, Frank	(Zoology)	University of Illinois
†Smith, H. de F.	(Greek)	Amherst College
Snyder, Alice D.	(English)	Vassar College
Souza, M. E.	(Geology)	Kentfield, California
Spykman, Nicholas J.	(Government)	Yale University
Struck, F. T.	(Industrial Education)	Pennsylvania State College
Stubbs, T. J., Jr.	(History)	College of William and Mary
Stuff, F. A.	(English)	University of Nebraska
Titsworth, Bertha E.	(Home Economics)	Ohio Wesleyan University
Trask, James D.	(Pediatrics)	Yale University
Tucker, Bernice	(Home Economics)	Illinois State Normal University
Vreeland, Francis M.	(Sociology)	DePauw University
Wadlund, Arthur P. R.	(Physics)	Trinity College
Ward, Freeman	(Geology)	Lafayette College
Wells, Carl D.	(Sociology)	George Washington University
Wells, J. E.	(English)	Connecticut College
Wiegand, K. M.	(Botany)	Cornell University
††*Wigmore, J. H.	(Law)	Northwestern University
Williams, John E.	(Mathematics)	Virginia Polytechnic Institute
Wilson, M. W.	(Chemistry)	Missouri State Teachers College (Northwest)
Winston, Alice	(English)	University of Kansas
Wood, Harry T.	(Public Speaking)	Michigan State Normal College
Young, Helen L.	(History)	Hunter College
*Young, Karl	(English)	Yale University

\* Charter Member.

† Former Member of the Council.

†† Former President of the Association.



## Record of Membership for 1943

Membership January 1, 1943.....	15,920
Deaths.....	118
Resignations and Suspensions.....	710
Memberships lapsed.....	717
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	-1,545
	<hr/>
	14,375
Reinstatements.....	220
Elections:	
Active.....	1,399
Junior.....	21
	<hr/>
	1,420
	<hr/>
	+1,640
	<hr/>
Total January 1, 1944.....	16,015
Members in 639 Institutions:	
Active.....	14,917
Junior.....	54
	<hr/>
	14,971
Other Active Members.....	637
Other Junior Members.....	122
Associate Members.....	225
Honorary Members.....	60
	<hr/>
Total January 1, 1944.....	16,015

Besides Active and Junior Members connected with accredited colleges and universities, this statement includes: (1) Other Active Members: those connected with the research foundations or engaged in occupations closely related to teaching or investigation, those whose teaching or research is temporarily interrupted or who are at institutions not on the accredited list, also any whose addresses are unknown; (2) Other Junior Members; (3) Associate Members: members who ceasing to be eligible for Active or Junior membership because work has become primarily administrative are transferred with the approval of the Council to Associate membership; (4) Honorary Members: this membership was discontinued in 1933.

### Membership Records

The annual letter of inquiry regarding possible changes in status of members or transfers in positions was sent to all chapters early in October. Every member of the Association is urged to help in checking this essential information and to report changes of address or transfers to the General Secretary and to chapter officers.

Information is desired concerning the present or permanent address of each of the following members for whom mail was returned by the post office, marked "address unknown:"

<i>Name</i>	<i>Last University Connection</i>	<i>Last Address</i>
Campa, David L.	(New Mexico State College)	State College, N. Mex.
Davis, Charles S.	(Alabama Polytechnic Institute)	Auburn, Ala.
Davison, Roderic H.	(Princeton University)	New York, N. Y.
Edgel, Ralph L.	(New Mexico State College)	State College, N. Mex.
Edwards, John K.	(Sioux Falls College)	Sioux Falls, S. Dak.
Forster, Kent	(Pennsylvania State College)	State College, Pa.
Hackett, Herbert L.	(Florida State College for Women)	Baytown, Texas
Kintzel, Ottelia J.	(Stephens College)	Columbia, Mo.
Kirk, Charles F.	(Kent State University)	Kent, Ohio
Pierce, Harold F.	(Columbia University)	New York, N. Y.
Pundt, Alfred G.	(Pennsylvania State College)	State College, Pa.
Richardson, Walter C.	(Louisiana State University)	Baton Rouge, La.
Shaw, Franklin	(Westminster College)	New Wilmington, Pa.
Trybulski, Stanislaus F.	(Indiana State Teachers College)	Terre Haute, Ind.
Vissat, Peter L.	(Seton Hill College)	Greensburg, Pa.
Warner, Earl E.	(University of Mississippi)	Philadelphia, Pa.

## MEMBERSHIP

Membership in the American Association of University Professors is open to all college and university teachers from the faculties of eligible institutions and to graduate students and graduate assistants. The list of eligible institutions is based primarily on the accredited lists of the established accrediting agencies subject to modification by action of the Association. Election to membership in the Association is by the Committee on Admission of Members upon nomination by one Active Member. Election takes place thirty days after the name of the nominee has been published in the *Bulletin*. The membership year in the Association dates from January 1 through December 31. The membership of nominees whose nominations are received before July 1 becomes effective as of January 1 of the current year. The membership of nominees whose nominations are received after July 1 becomes effective as of January 1 of the following year unless otherwise requested.

The classes and conditions of membership are as follows:

*Active.* A person is eligible for election to Active membership if he holds a position of teaching or research with the rank of instructor or higher in an institution on the Association's eligible list, provided his work consists of at least half-time teaching or research. Annual dues are \$4.00, including subscription to the *Bulletin*.

*Junior.* Junior membership is open to persons who are, or within the past five years have been, graduate students in eligible institutions. Junior Members are transferred to Active membership as soon as they become eligible. Annual dues are \$3.00, including subscription to the *Bulletin*.

*Associate.* Associate membership is not an elective membership. Active and Junior Members whose work becomes primarily administrative are transferred to Associate membership. Annual dues are \$3.00, including subscription to the *Bulletin*.

*Emeritus.* Any Active Member retiring for age from a position in teaching or research may be transferred to Emeritus member-

ship. Emeritus Members are exempt from dues. They may continue to receive the *Bulletin* at a special rate of \$1.00 a year.

*Life Membership.* The Treasurer is authorized by the Council to receive applications from members of the Association for Life membership. The rate is determined in each case on an actuarial basis and includes a life subscription to the *Bulletin*.

*Continuing Eligibility.* Change of occupation or transfer to an institution not on the Association's eligible list does not affect eligibility for continuance of membership.

*Interruption or Termination of Membership.* Interruption or termination of membership requires notification to the Association's Washington office. In the absence of such notice, membership continues with receipt of the *Bulletin* for one calendar year during which time there is an obligation to pay dues.

### Nominations for Membership

The following 514 nominations for Active membership and 8 nominations for Junior membership are printed as provided by the Constitution. In accordance with action by the Council, objections to any nominee may be addressed to the General Secretary, who will in turn transmit them for the consideration of the Committee on Admission of Members if received within thirty days after this publication. The Council of the Association has ruled that the primary purpose of this provision for protests is to bring to the attention of the Committee any question concerning the technical eligibility of the nominee for membership as provided in the Constitution.

The Committee on Admission of Members consists of Professors Ella Lonn, Goucher College, *Chairman*; B. W. Kunkel, Lafayette College; A. Richards, University of Oklahoma; R. H. Shryock, University of Pennsylvania; W. O. Sypherd, University of Delaware; and F. J. Tschan, Pennsylvania State College.

#### *Active*

Adelphi College, Wilbert S. Ray; University of Akron, Boris W. Boguslavsky, Jean Clayton, Howard M. Douth, Dallas L. Downing, A. John B. Fairburn, Harry K. Foster, Bethuel Gross, William C. Henry, Donato Internoscia, Lucille D. Lamkin, Elizabeth A. Lathrop, John A. McClure, Gladys Robinson, Paul C. Smith, Clarence R. Upp, Sumner Vanica, B. Evangeline Witzeman; Alabama State Teachers College (Jacksonville), Robert P. Felgar, Lance J. Hendrix; University of Alabama, Russell C. Larcom; University of Alaska,

Roy E. Swift; **Albion College**, Dorothy G. Engle, Thorrel B. Fest, H. Eugene Geiger, Carroll P. Lahman, George G. Rathje; **Arizona State Teachers College (Flagstaff)**, Byrd Burton, Kenneth E. Derifield, Cornelia Dockstader, William E. Gregory, Merton W. Jones, James J. Lynch, Junia E. McAlister, Ralph Pryor, D. Ross Pugmire, Minnie Roseberry, Henry P. Smith, Clyde W. Tombaugh, R. E. Tucker; **Arizona State Teachers College (Tempe)**, Samuel Burkhard, Tom Harter, Rudolf Lavik; **University of Arkansas (Medical School)**, Michael Laskowski, Howard H. Rostorfer; **Ball State Teachers College**, Oliver C. Bumb, Otto B. Christy, Alan W. Huckleberry, Claude E. Palmer, Lawrence J. Scheidler; **Baylor University**, James W. Dixon, Jr., Katie McCluney, Leila Park, Arthur W. Smith, Albert M. Winchester; **Berea College**, Esther L. Beck, Robert H. Blaker, M. Lenore Lytle, Clara B. Rice, Claude O. Spillman, Theodore M. Wright; **Boston University**, Robert P. Benedict, Roger C. Crafts, Leland C. Wyman; **Bowling Green State University**, Wayne F. Cornell; **Bradley Polytechnic Institute**, P. R. McIntosh; **Brooklyn College**, Ida S. Susseles; **Bucknell University**, Erle B. Ayres; **Bucknell University Junior College**, Robert L. Nicholson; **University of California (Los Angeles)**, Bradford A. Booth, James Murray; **Carleton College**, Robert W. McEwen; **Carroll College (Wisconsin)**, Dorothy Welker; **Carthage College**, Merle W. Boyer; **Case School of Applied Science**, Edward J. R. Hudce, William A. Lyman, Daniel K. Wright, Jr.; **Catawba College**, Russell F. W. Smith, Christopher J. Thomas; **University of Chicago**, A. Cornelius Benjamin, Erwin F. Beyer, Henry S. Bloch, John C. Gerber, Lawrence M. Graves, John Hutchens, Wellington D. Jones, Morris A. Lipton, Francis E. McMahon, Albert M. Potts, Henry E. Stanton, Julian M. Tobias, Gustave E. Von Grunbaum; **The City College (New York)**, Rafael A. Becerra, Albert C. Friend, Truly C. Hardy, Hyman Krakower, S. A. Rhodes; **Coe College**, David I. Berger; **Colgate University**, Glenn E. Waas; **Colorado School of Mines**, Paul H. Keating; **Columbia University**, John E. Englund, Nathaniel Peffer; **Connecticut College**, Jean V. Johnston; **University of Connecticut**, Mordecai L. Gabriel, Helen R. Moseley; **Cornell College**, Winifred M. Van Etten; **Cornell University**, Perry W. Gilbert; **University of Delaware**, Margaret P. Allison, Evelyn H. Clift, D. Ulrich Greenwald, Theodore A. Jackson, Wilson Kleibacker, Michael A. Kubico, Mildred E. Reyner, Harry C. Stumpf, Milton G. Young; **University of Denver**, Leslie C. Tihany; **De Paul University**, Walter A. Eggert, Joseph G. Phoenix; **DePauw University**, Joseph McMenamin; **Emory University**, Nancy J. Day; **Evansville College**, Joe Park; **Findlay College**, Leonard T. Stratton; **Fisk University**, George N. Redd; **Florida Normal and Industrial Institute**, Anthony W. Gaines; **Florida State College for Women**, Wallace M. True; **University of Florida**, Robert O. Stripling; **Fresno State College**, Elton M. Baker, Alice K. Bell, Lilah Bradford, Mitchell P. Briggs, Verner D. Delaney, Eugenia R. Esdorn; **Georgia School of Technology**, William C. Bornmann; **Georgia State Woman's College**, Lola M. Drew, Aileen Schoeppe; **Haverford College**, Maylon H. Hepp; **University of Hawaii**, Charles J. Engard; **Hillsdale College**, Elsie Rowe; **Hobart College**, Judith Pool; **Hollins College**, Ivar L. Myhr; **Hunter College**, Frederika Beatty,

Florence Dalton, Bertha M. Masche; **Illinois Institute of Technology**, Lewis A. Dexter, Howard P. Vincent, Henry J. Webb; **Southern Illinois Normal University**, Edward C. McDonagh; **Illinois State Normal University**, Wezette A. Hayden, Erma F. Imboden, Ernest M. R. Lamkey, L. Wallace Miller, Alice R. Ogle, Wayne F. Sherrard; **University of Illinois**, Joseph Allen, Jr.; **Indiana University**, Donald E. Bowman, Harold R. Hulpieu, Newell H. Long, Mary B. Owen, Donald W. Prakken, Charles Prince, Lyle A. Weed, F. Joachim Weyl, Oscar O. Winther; **Iowa State College**, Gertrude E. Chittenden, Noel H. Gross, Harold Gunderson, Myrtle Haughn, William G. Murray; **State University of Iowa**, Gregory H. Wannier; **John Carroll University**, Edwin F. Gilchrist; **Kansas State College**, Edward R. DeZurko, John W. Greene, Richard R. Jesson, George Montgomery; **Fort Hays Kansas State College**, Alvin H. Proctor, Earl G. Swafford; **Kansas State Teachers College (Pittsburg)**, Jarvis Burner; **University of Kansas**, Allen Crafton, Leland J. Pritchard; **Eastern Kentucky State Teachers College**, Presley M. Grise; **University of Kentucky**, Charles Barkenbus, Carl C. Branson, Dana G. Card, Graham B. Dimmick, Arthur C. McFarlan, Laura K. Martin, Ruth Sneed, Charles E. Snow, Simon H. Wender; **Kenyon College**, Joseph S. Jackson; **Knox College**, Clarence E. Deakins, Cameron King, J. E. Morton, Hermann R. Muelder, Rothwell Stephens; **Lafayette College**, Ralph N. Schmidt; **LaSalle College**, John A. Guischart; **Lincoln University (Missouri)**, Alan T. Busby, H. Hadley Hartshorn, Melbourne C. Langford; **Linfield College**, James H. Pollard; **McGill University**, John H. Holden; **Macalester College**, Anselm Fisher; **Marquette University**, Victor M. Hamm; **Mary Washington College**, Roy B. Bowers, Hobart C. Carter, Ronald Faulkner, William W. Griffith, Lyle S. Hiatt, Earl G. Insley, Fred E. Miller, Carrol H. Quenzel; **University of Maryland**, Paul F. Bartunek, Sidney F. Borg, Carl L. Davis, Dudley Dillard, Oliver G. Harne, John C. Krantz, Jr., Robert H. Oster; **Maryville College**, Dorothy Horne; **University of Miami**, James C. Braddock, Philip W. Carter, Mary C. Clarke, Pedro R. Hiribarne, Jefferson D. Swinebroad; **Michigan State College**, Edith Butler, Charles G. Danforth, Irma M. Felber, Marjorie Gesner, Elton B. Hill, Guy H. Hill, Albert J. Huggett, Oran M. Knudsen, Hans Leonhardt, Cecil V. Millard, Bert E. O'Beirne, George R. Price, Berwyn M. Robinson, Malcolm M. Williams; **University of Michigan**, Arno L. Bader, Saul L. Cohen, Arthur C. Curtis, Lee R. Dice, Warren R. Good, Walter W. J. Gores, Morris Greenhut, Amos H. Hawley, Reuben L. Kahn, George Kiss, Vaden W. Miles, LeRoy M. Weir; **Mills College**, Mary W. Bennett, Luther B. Marchant, Grayson Schmidt; **University of Minnesota**, J. O. Christianson, Eva Donelson, Herbert G. Heneman, Jr.; **Mississippi Southern College**, Herd C. Steele; **Missouri School of Mines and Metallurgy**, Dickran H. Erkiletian, Jr.; **Northeast Missouri State Teachers College**, George H. Jamison; **Northwest Missouri State Teachers College**, John G. Strong; **University of Missouri**, E. Maurice Bloch, Lewis E. Hahn, Harold E. Hardy, Lawrence M. Hepple, Cecil H. Miller, Willis Moore; **Montana State Normal College**, Rush Jordan; **Montreal University**, Gustav A. Mokrzycki; **Morningside College**, James E. Kirkpatrick; **Mount Holyoke College**, Norma Adams, Marcia L. Anderson, Eugenia Hanfmann,



Gloria Ladieu, Gertrude L. Lippincott, Edith Runge, Charlotte G. Wells, Evelyn M. Yellow Robe; **Mount Union College**, William R. Locke, Corinne Mullins, Chester T. Ruddick; **Nebraska State Teachers College (Kearney)**, Jennie M. Conrad; **Nebraska State Teachers College (Wayne)**, Morris B. Street; **University of Nebraska**, John L. Champe, Joseph J. Kwiat; **University of Nevada**, Philip G. Auchampaugh; **New England Conservatory of Music**, Kurt Fischer, Anna S. Lothian, Gladys C. Miller, Simone Rivière, Norine Robards, Alice E. Whitehouse, Susan Williams; **University of New Hampshire**, Kenneth J. Arnold, Dawson G. Fulton, Ruth Kelly, William L. Kichline; **New Jersey State Teachers College (Paterson)**, M. Herbert Freeman; **New Mexico College of Agriculture and Mechanic Arts**, J. V. Boyd, Raymond A. Dorsett, R. Donald Millican, Naoma Peninger, F. Robert Poole, Laura Van Snow, Lawrence Yates; **University of New Mexico**, John G. Breiland, Lolita H. Pooler; **College of New Rochelle**, Bernard J. Kohlbrenner; **New York Medical College**, David Lehr; **New York State College for Teachers**, James A. Hicks, C. Currien Smith; **New York State Teachers College (Brockport)**, Douglas S. Brown, George S. Queen; **North Carolina College for Negroes**, John H. Franklin, Stephen J. Wright; **East Carolina Teachers College (North Carolina)**, Carl L. Adams, Bartholomew B. Brandt, Ralph C. Deal, Wendell W. Smiley; **Woman's College of the University of North Carolina**, Robert H. Dalton; **University of North Dakota**, Wilson M. Laird; **Northwestern University**, R. E. Wolseley; **University of Notre Dame**, T. Bowyer Campbell, James Corbett, Waldemar Gurian, Joseph Landin, John Nims, Alvan S. Ryan, W. Roy Utz; **Oberlin College**, Robert S. Fletcher, Carl C. W. Nicol, Paul P. Rogers, George T. Scott, Ralph H. Singleton; **Ohio Wesleyan University**, C. E. Van Sickle, Gerald W. Young; **University of Oklahoma**, John Barnard; **Oregon State College**, Vernon H. Cheldelin, Clifford E. Maser; **Pennsylvania College for Women**, Gertrude Ayars, Lois E. Kramer; **Pennsylvania State Teachers College (West Chester)**, Helen A. Russell; **University of Pennsylvania**, Arthur W. Burks, Raymond T. Bye, Thomas P. Haviland, Jeremiah Lockwood, Edward N. Wright; **University of Pittsburgh**, L. K. Darbaker, Edward P. Claus, John P. M. Marsalka, Leo S. Mason, Hans W. Weigert; **Pomona College**, John S. Eells, Jr.; **University of Puerto Rico**, Antonio Rodriguez, Jr., Néstor I. Vincenty; **Purdue University**, Orville C. Cromer, Paul Erdős, Betty Lark-Horovitz, George V. Mueller, Leland Winch, Karl D. Wood, George S. Wykoff, Elsie Yehling; **Queens College (North Carolina)**, Gilbert L. Lycan; **University of Redlands**, Bess P. Adams, George J. Hollenberg, David L. Soltau; **Rhode Island State College**, George Brooks; **Ripon College**, Leone Oyster; **St. Lawrence University**, Milton L. Barron, E. Kenneth Carpenter, Wilbur C. Getz; **St. Michael's College**, John C. Hartnett; **Salem College**, Arley T. Curlee; **San Diego State College**, Paul M. Tinsley; **San Jose State College**, Josephine Chandler, Lyman H. Daugherty, Earnest S. Greene, Harry T. Jensen, Lawrence C. Mendenhall, Harold P. Miller, William G. Sweeney; **Seton Hill College**, John Biller, Margaret Garrity; **Northern State Teachers College (South Dakota)**, R. G. Dahl; **Southwestern Medical College**, Robert M. Pike, S. Edward Sulkin; **Stanford College**, Sydney Ross; **Sweet Briar College**, Lysbeth



W. Muncy; **Syracuse University**, Wesley C. Clark, Eleanor E. Hanlon, James E. Maynard; **Tennessee Agricultural and Industrial State Teachers College**, Alger V. Boswell; **Agricultural and Mechanical College of Texas**, John Ashton, Samuel M. Cleland, Martin C. Hughes, J. Lambert Molyneaux, Clifford H. Ransdell, Claris B. Ray, Duncan H. Reid, Elmer G. Smith, Gordon S. Stiles, Harold Vance, Wallace T. Wait, Charles G. Whitwell; **Texas College of Arts and Industries**, Duane D. Smith; **Texas State College for Women**, A. Elizabeth Taylor; **Southwest Texas State Teachers College**, Don Cude, J. E. Douglas; **University of Texas**, Graydon L. Ausmus, Edward H. Frieden, Grover A. Fuchs, Robert H. Gregory, Hubert B. Jones, Hugo Leipziger, William L. Lester, Harvey C. Slocum, Charles Umlauf; **Tufts College**, Crosby F. Baker, John Breakwell, Paul Doleman, Alfred S. Cole, Robert D. Eddy, LeRoy P. Graf, George N. Halm, George H. Hammond, Arthur C. Hoffman, John T. Holden, Edward H. Howard, Laurence LaForge, J. Chester Littlefield, Charles R. Mingins, Marshall Newton, Kenneth D. Roeder, Samuel R. Scholes, Jr., Carl A. Stevens, Kenneth S. Wagoner, Rolland E. Wolfe; **Tulane University**, Cyril Feldstein; **Union College**, Anthony Hoadley; **Utah State Agricultural College**, Theodore M. Burton, Victor Church, Francis M. Coe, Paul T. Gilbert, Jr., H. Reuben Reynolds; **University of Utah**, Julius B. Bearnson, William H. Behle, Leland H. Creer, Royal L. Garff, Randall E. Hamm, Franklin S. Harris, Jr., Howard J. Hassell, Elizabeth R. Hayes, Helen Marshall, George Pierson, Heber G. Richards, Dilworth Walker; **Villanova College**, Rudolf Drenick, Leo H. Schaefer, Jacob Yavitch; **Virginia State Teachers College (Farmville)**, LeRoy C. Merritt; **Central Washington College of Education**, Doris A. Anderson, John A. Behrenbrinker, Lucile Cypreans, Dorothy L. MacDonald, Loretta M. Miller, Ruth L. Woods; **State College of Washington**, E. Arlean Pattison, H. Jeannette Winter; **Washington University**, Marion Bernard; **University of Washington**, Walter F. Hiltner, Blanche Payne, William F. Thompson; **Wayne University**, Bradford N. Craver, H. Warren Dunham, Wilson McTeer, George A. Peck, Herbert Schueller; **Wells College**, Raymond de Roover; **Wesleyan University**, José Gómez-Ibáñez; **West Liberty State College**, Kenneth Spaulding; **West Virginia University**, J. Ned Bryan, Jr., Charles D. Thomas; **West Virginia Wesleyan College**, Jacob Bos, William C. Dawn, Arthur B. Gould, James E. Judson, Rachel C. Ogden, Leta Snodgrass, Heyward A. Williams; **Western College**, Jeanne Behrend, Peter J. Hampton, Florence G. Marsh, Mary T. Swickard; **Western Reserve University**, Gerhard Krebs, Audrey Sims; **Westminster College (Pennsylvania)**, Eva Goodenough, Elsie Leffingwell; **Municipal University of Wichita**, Ralph M. Graham, J. Ray Hanna, Clarence G. Stuckwisch, Edward B. Wedel; **College of William and Mary**, Evelyn M. Acomb, Emily E. Calkins, Hubert J. Davis, Althea Hunt, Spartaco V. Monello, John C. Strickland, Jr., Carl M. Voyles; **Winthrop College**, Harriet R. Holman; **University of Wisconsin**, Elinor Soulé; **College of Wooster**, John A. Hutchison; **University of Wyoming**, Jennie E. Craig.

*Junior*

University of Connecticut, Ingeborg Greeff; Indiana University, Robert H. Irrmann; University of Michigan, Edward Calver, William W. Taylor, John Weimer; Northern State Teachers College (South Dakota), Edyth E. Barry; Wayne University, Gordon Klopff; Not in Accredited Institutional Connection, Edna L. Furness (M.A., University of Colorado), Pueblo, Colo.

**Members Elected**

The Committee on Admission of Members announces the election of 292 Active and 3 Junior Members as follows:

*Active*

University of Alabama, Walter G. Warnock; Albany Medical College, Arnold V. Wolf; Albion College, Harold Q. Fuller, Edmund E. Ingalls; Baldwin-Wallace College, Cecil W. Munk, George Poinar; Ball State Teachers College, Clementine Eich, W. Farrin Hoover, Lucia Mysch; Bard College, Stefan Hirsch; Baylor University, O. L. Basford, T. J. Bond, Oren V. Luke, Jr., Wenonah R. Ware; Beloit College, Allen Scholl, Frederic E. Sweet; Boston University, Saul E. Jofstes; Bowling Green State University, W. Harold Anderson, Jane A. Bovie, D. W. Bowman, Gertrude Eppler, Lorlie V. Kershner, Ralph M. Line, Cornelia Menges, Bernard F. Nordmann, John K. Raney, Samuel M. Woolsey; Bradley Polytechnic Institute, Ellis K. Frye; Brooklyn College, Serge Chermayeff, Joseph H. Davidson, Maurice Lieberman, Frederick W. Maroney; Bucknell University Junior College, Thomas R. Richards; Catholic University of America, Manoel da S. Cardozo, John T. Ellis, Edward P. Lilly, Patrick W. Shehan; Central College (Iowa), Mason Olcott; University of Chicago, Lowell A. Martin; The City College (New York), Robert Cortell, Erich A. Gutzmann; Colgate University, Paul Farmer, Frederick Jones; Denison University, Walter T. Secor, Eri J. Shumaker, Grace Spacht; DePauw University, Herman Berg, Mary E. Currier, Helen F. Harrod, Harriet Hazinski, C. Edmond Jarvis, Henry Kolling, James Ming, Willard B. Phelps, Carmen E. Siewert, Mary E. Smith, Edward B. Stevens, Margaret E. Whitney; Drake University, James N. McClelland; Drew University, Madeleine H. Rice; University of Dubuque, Morgan H. Dake, Thomas A. Stone, Dorothy M. Taylor; Findlay College, Aletha M. Herwig; University of Florida, Frederick T. Hannaford, Roy E. Tew; Fresno State College, Louis Mudge, Horace Schorling; Furman University, Vera E. Burnette, John M. Snelling; Georgetown University, A. Earl Vivino; Green Mountain Junior College, Lewis G. Stone; Harvard University, Karl Sax; Hobart College, Madelyn Cushing, Kenneth P. Dowd, Mary Jansen, Robert Lewert, Gilbert S. Panson; Hood College, J. Alex Gilfillan, Margaret K. Hardy, Marion G. Smith, Helen M. Thal; Hunter College, Sherman Ross; Southern Illinois Normal University, J. Cary Davis, Dorothy Rolens, Charles H. Stinson; Indi-

ana State Teachers College, Arthur DeW. Hill, Ruth B. Hill, Gwylm Isaac, Harry V. Wann; Indiana University, Richard Lillard, Salvador E. Luria; Iowa State College, Ronald C. Bentley, Gustav H. Bliesner, John E. Dean, Russell E. Dickinson, Fern A. Goulding, Ralph Moyer, Juliette M. Perotti, Mattie Pattison; State University of Iowa, William M. Hale, Jeronimo Mallo, Oscar E. Nybakken; Fort Hays Kansas State College, Lucille Felten, Winfred J. Lincoln, Jessie Pearce; Kansas State Teachers College of Emporia, S. Winston Cram, James E. Rowan, Charles B. Tucker; University of Kansas, John B. Virtue; Keuka College, Donald Gorham, Frankie G. Merson, Harriett Maylor, Petra Orlando; Knox College, Frederic R. White; Lincoln Memorial University, Harry F. Williams; Southwestern Louisiana Institute, Ralph H. Agate, James J. Alexander, Walter C. Bentrup; Louisiana Polytechnic Institute, Clinton G. Goss; Marshall College, William N. Lockwood; Mary Washington College, Louis J. Cabrera, Faith Johnston, Harold Weiss; Michigan State Normal College, Howard Blackenburg, Florence Eckert; Northwest Missouri State Teachers College, Morton C. Cunningham, Ruth O. Lane, Bonnie Magill, Irene M. Mueller, Jacob M. Porterfield, J. Richard Wilmeth; Missouri Valley College, Clarence H. Nelson; Montana State University, Charles Bloom, Montana J. Grady, Charles F. Hertler, C. Rulon Jeppesen, Melvin Morris; Nebraska State Teachers College (Kearney), Harold Ahrendts, Leona M. Failor, Robertson Strawn; Nebraska State Teachers College (Wayne), Murvle H. Hanawalt, Samuel B. Shively; University of Nebraska, Otis Wade; New England Conservatory of Music, Boris Goldovsky; New York Medical College, Catherine M. Russell; New York State Teachers College (Cortland), Maxwell G. Park; New York University, John W. McConnell, Ernest R. Wood; Northwestern University, Leland H. Carlson, Zenon Szatrowski, Edgeley W. Todd; Oberlin College, J. Hans Adler, Edmund V. de Chasca; Central State College (Oklahoma), Ethel Derrick; Northwestern State College (Oklahoma), Wilbur H. Tanner; Oregon State College, Carolyn G. Sullivan; Pennsylvania State College, Hummel Fishburn; Pennsylvania State Teachers College (Indiana), Carrie B. Parks; University of Pennsylvania, David T. Rowlands; Phoenix Junior College, C. D. Cocanower; University of Pittsburgh, Theodore H. Clarke, Bernard F. Daubert, A. Gwendolyn Drew, Malcolm F. Dull, Robert F. Edgar, Peter Gray, John W. Harbaugh, Minnie L. Lynn, Richard H. McCoy, George M. McKinley, Albert B. Martin, Eugene W. Miller, Erma T. Wheeler, T. Walley Williams, Warren R. Witz; Pomona College, Ernest A. Strathmann; Purdue University, Louise Baird, Delton C. Beier, P. Harvey Brewer, Garnet H. Cutler, Kenneth Davenport, H. George DeKay, B. L. Dodds, Jonathon T. Frost, William S. Gillam, Ida Kelley, Horton B. Knoll, J. H. Lefforge, B. Elwood Montgomery, Wendell R. Mullison, F. E. Robbins, G. A. Satter, Jerome P. Seaton, Alfred C. Sharp, William R. Thompson, Virginia B. White; Queens College (New York), William Dighton, Edwin B. Knowles, Jr.; Lester G. Krakeur, Annette Landau, Irene Samuel, Nelle Smither; Queens College (North Carolina), Lois Cross, Frances H. D. Crumrine, Jo Langford, John H. Norman, Mary L. Taylor; Rhode Island State College, Brooks Sanderson;

Rollins College, George Sauté; Rose Polytechnic Institute, C. LeRoy Mason; Russell Sage College, Gustave Schwamm; San Jose State College, Edith G. Germane; University of South Carolina, John C. Ayers, George W. Tomlin, Marcellus S. Whaley; Sul Ross State Teachers College, Victor J. Smith; Syracuse University, Lillian H. Armstrong, Anna Balakian, George L. Bird, Marguerite Fisher, Abe Gelbart, George W. Gray, Edwin M. Moseley, Nelson F. Murphy, Hans Samelson; Temple University, Herman Gundersheimer; Agricultural and Mechanical College of Texas, Chauncey B. Godbey, Curtis J. Hesse, Homer C. Martin; Texas College of Arts and Industries, Edwin R. Bogusch; Texas College of Mines and Metallurgy, Anton H. Berkman; East Texas State Teachers College, Catherine Neal; University of Texas, John Abernethy, Robbin C. Anderson, Herschel Baker, Hugh C. Blodgett, Joseph Cline, Kenneth C. Davis, Austin Faricy, Constance Forsyth, Nathan Ginsburg, Mary Goldmann, Lewis F. Hatch, Eleanor James, H. L. Lochte, Eastin Nelson, William R. Neville, Cecil V. Pollard, Granville Price, Carl M. Rosenquist, Helen M. Sands, Arthur H. Scouten, Esmond E. Snell, C. L. Sonnichsen, Mildred Spicer, Guy Steffan, Lucetta J. Teagarden, Howard W. Townsend, Jesse J. Villarreal; University of Toledo, Frances M. Chapman, Alice E. Huebner; Tulane University, Helen P. Beard, Frederic Knight, Karl Korsch, Aline Mackenzie, Helen-Jean Moore; Utah State Agricultural College, Dee A. Broadbent, Almeda P. Brown, Harold H. Cutler, G. Homer Durham, Evelyn Hodges, Moyle Q. Rice, Joel E. Ricks, Wallace J. Vickers, J. Stewart Williams; University of Vermont, Albert M. K. Blume; University of Virginia, John A. Rorer; Wells College, Melvin LeMon, Frances H. Murphy, Elizabeth P. Wyckoff; West Virginia University, Dana Wells; West Virginia Wesleyan College, Hubert Frings, Rudolph A. Glick; Municipal University of Wichita, Helen Lohr, Martin F. Palmer; College of William and Mary (Norfolk), David B. Camp, John C. Hayward, Robert E. Luce, Dorothy Lucker; Wittenberg College, Robert G. Remsberg; Xavier University, Luella Overn.

### *Transfers from Junior to Active*

Howard College, Harold Nelson; Kenyon College, Ernst Breisacher; Mount Holyoke College, Tamara Dembo; Northwestern University, Armand L. Hunter; St. Michael's College, Thomas A. Garrett; Pennsylvania State College, William H. Jones; University of Tulsa, Mary C. Williams; Vassar College, Anne Healy; State College of Washington, Paul F. Nemenyi.

### *Junior*

Brooklyn College, Ben-Ami Scharfstein; New York Medical College, Elbert R. Capps; Not in Accredited Institutional Connection, Anita Ascher (Ph.D., Smith College), Summit, N. J.

## Academic Vacancies and Teachers Available

To assist in the placement of college and university teachers the American Association of University Professors publishes notices of academic vacancies and of teachers available. It is optional with appointing officers and teachers to publish their names and addresses or to use key numbers. If a key number is used those interested should address letters of inquiry for forwarding in care of the General Secretary, American Association of University Professors, 1155 Sixteenth Street, N. W., Washington 6, D. C.

### *Teachers Available*

**Bacteriology:** Man, 47, single. M.S., Sc.D., Michigan. Experienced in teaching general, medical and advanced bacteriology. Publications, recommendations. Seeks position preferably in west or mid-west. Available September. A 2117

**Commerce:** Experienced woman professor of commerce desires summer work. Will consider fall appointment if favorable. B.S. in Education, University of Virginia; B.S. in Commerce, Bowling Green College of Commerce; M.A. in Economics, George Peabody College for Teachers; further graduate work at Vanderbilt University and Louisiana State University. Publications: professional articles. A 2118

**Cryptanalysis:** Man, Ph.D., instructor in mathematics at a large college, author of a textbook on cryptanalysis. Desires appointment for summer session, 1944, as instructor of cryptanalysis. Has already taught 15 sections of cryptanalysis as an accredited course in the mathematics department. (There are no course prerequisites for the study of cryptanalysis.) A 2119

**English and History:** Man, married, 47. M.A. in English, University of Illinois. Further graduate study in English at University of Colorado and University of Missouri (1943). Main emphasis on Arthurian Literature. Now employed in a middle west junior college, desires change to a larger institution that will offer better situation for further research and better future. Good recommendations teacher, scholar, character. Widely travelled. Librarian experience. Available on short notice. A 2120

**French, German, Russian, Spanish; Ancient and Modern History; History of Education:** Woman, Diplôme d'Aptitude, University of Paris; M.A., Ph.D., Columbia University. Publications and research, extensive travel; 15 years of teaching in colleges and universities. Now engaged in research work for the Encyclopedia Britannica, wishes to return to teaching. Available immediately. Excellent recommendations. A 2121

**French or Spanish:** Man, married, 32, Ph.D. Ten years' teaching experience, 6 in college and university. Foreign study and extensive travel. Publications pending. Draft deferred as essential man in college teaching. Prefers northern or western college or university. Available in June, 1944. A 2122

**Geography and Geology:** Man, 36, draft exempt, head of a household; A.B., A.M., Ph.D. Special fields: regional, physical and economic geography; geopolitics; sedimentation, stratigraphic, engineering geology; paleontology. Successful teaching experience at high school, university, and teachers college levels. Business experience as owner and operator of private business of consulting geologist

- (petroleum and mining problems). Position with postwar future desired. Immediate availability. A 2123
- German: Man, 39, native American, married, children. M.A., Ph.D., publications. Foreign study. Bi-lingual. Administrative experience. Successful teaching record. Many years in present university. Desires professorship in the east. A 2124
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